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ABSTRACT

This report contains 11 recommendations and a call to action designed to ensure that every child in Idaho is able to read at the appropriate level by the end of third grade. It was requested by the 1997 Idaho Legislature, which acknowledged that reading is fundamental to a student's ability to achieve his or her full potential. The research outlined in the report shows that: third graders who are reading a year or more below grade level and are poor and attending a school serving many other poor children have nearly no chance of graduating from high school; effective classroom instruction in the early grades by well-prepared teachers is the most powerful method for preventing reading and learning problems; a balanced and comprehensive approach to reading must offer an organized, explicit skills program that includes phonemic awareness, phonics and decoding skills, and a strong language, literature, and comprehension program; and a study completed in 1997 revealed that as many as 40% of Idaho fourth graders are reading below grade level. After an executive summary, sections of the report are: (1) Introduction and Background; (2) Conclusions; (3) What the Research Shows; (4) Recommendations; (5) Call to Action; and (6) Testing Results. Appendices contain the State Department of Education's report on the Reading Improvement Grant Programs, the Comprehensive Literacy Plan Grades K-3 for the State of Idaho, and presentation summaries. Contains a 33-item selected bibliography and numerous unnumbered tables, figures, and charts of data. (RS)

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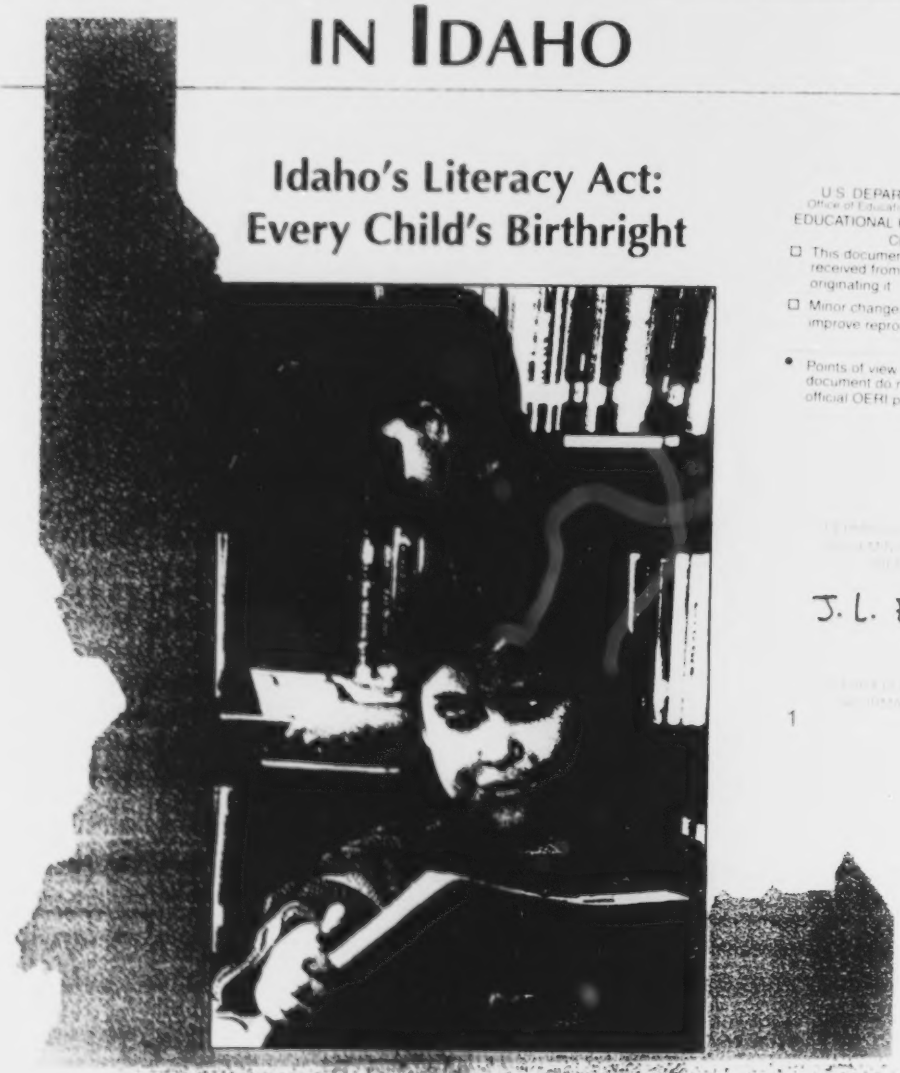
ED 431 169

REPORT TO THE LEGISLATURE ON READING EDUCATION IN IDAHO



Idaho's Literacy Act: Every Child's Birthright

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The Idaho State Board of Education

In Cooperation With the

The Idaho Department of Education

January 1999

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Idaho State Board of Education Vision Statement

"Our vision is to improve the education system
to a level of effectiveness that allows all learners
to develop their potential as individuals
and contributors to society."

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The Reading Committee wishes to acknowledge the educators, parents, researchers, committee members, guest speakers, presenters, and community members who took the time to offer input regarding Idaho's reading education study. The information and comments provided by these individuals were exceedingly helpful in focusing the contents of this report.

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The Lee David Pesky Center For Learning Enrichment for developing the instructional plan
– "Comprehensive Literacy Plan, Grades K-3" –
which helped guide the Reading Committee in preparing this report.
The Legislative Reading Committee contracted with the Center for the plan.

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Dr. George Canney and Dr. Jack Nelson, Professors of Education, University of Idaho,
for their complex and challenging endeavor in assessing student reading levels.
The results were most helpful in providing the statistical data for this report.

Reading Committee

(Established in August 1997, in compliance with Senate Concurrent Resolution 114, to report on how Idaho can ensure every child who is capable can read on grade level by the end of third grade)

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"The things taught in schools and colleges are not an education, but the means of education." — Ralph Waldo Emerson

EXECUTIVE SUMMARY

This *Report to the Legislature on Reading Education in Idaho* contains 11 recommendations and a Call to Action designed to ensure that every Idaho child is able to read at the appropriate level by the end of the third grade. The report was requested by the 1997 Idaho Legislature, which acknowledged that reading is fundamental to a student's ability to achieve his or her full potential.

The chairs of the 1997 Senate and House Education Committees asked that the reading study concentrate on five key topics, ranging from the success of past reading programs in Idaho to application of national research to Idaho's reading education efforts. These key topics are described in the main text of the report (See Section 1, Introduction & Background).

The research outlined in this report shows the following:

- That 3rd graders who are reading a year or more below grade level and are poor and attending a school serving many other poor children have nearly no chance of graduating from high school.
- That effective classroom instruction in the early grades by well-prepared teachers is the most powerful method for preventing reading and learning problems.
- That a balanced and comprehensive approach to reading must offer an organized, explicit skills program that includes phonemic awareness, phonics and decoding skills, and a strong language, literature, and comprehension program that offers a balance of oral and written language.
- A study commissioned by the committee and completed in 1997 revealed that as many as 40 percent of Idaho 4th graders in our schools are reading below grade level.

The committee concluded that we know how we can help every child to become a successful reader; that we have the potential to turn research into practice; and that our reading problems are solvable if we are willing to take action.

The Reading Committee gave an oral presentation of its work and conclusions to a joint meeting of the 1998 Senate and House Education Committees in January. Subsequently, the Legislature approved formation of the Legislative Reading Committee and funded it to develop implementation plans, including legislation and proposed budget, for the first committee's recommendations.

This report describes the background, key conclusions, research, recommendations and a Call to Action, followed by three appendices that provide a deeper level of detail and additional reports responding to the legislature's request. The Legislative Reading Committee's implementation plan is nearing completion at this writing.

SECTION 1
INTRODUCTION & BACKGROUND

The Legislative Directive

Acknowledging that reading is fundamental to a student's ability to achieve his or her full potential, the 1997 Idaho Legislature directed the State Board of Education in cooperation with the State Department of Education to conduct a study of the status of reading education in Idaho (See following page).

The result of that directive is this *Report to the Legislature on Reading Education in Idaho* which calls upon educators and policy makers, parents and communities to vigorously adopt practices that are consistent with the available research on how to teach reading effectively.

The Main Topics

Members of the Senate and House Education Committees agreed in a conference call held on April 10, 1997, that the reading study called for in Senate Concurrent Resolution No. 114 should concentrate on the following main topics as outlined in a letter from Representative Fred Tillman to State Superintendent of Public Instruction Anne Fox:

- How successfully is the state teaching children to read (decode and comprehend) at grade level by the end of the third grade? (See Section 6, Testing Results)
- How has the money appropriated during the past three to five years for reading improvement been used, and has it produced positive and measurable results? (See Appendix A)
- What can be learned and applied from studying Idaho schools that have highly successful reading results? (See Appendix A for a report on some quality reading programs offered in Idaho school districts.)
- What can be learned and applied from studying national research of successful reading programs? (See Section 3, "What the Research Shows.")
- What plan does the Idaho State Board of Education have for ensuring every child enrolled in public school will be reading at grade level by the end of the third grade? (See Appendix B.)

Committee Mission . . .

Idaho shall become the first state in the nation where learning to read is recognized as a birthright of all our children.

and Goal . . .

Every child reads fluently and comprehends printed text on grade level by the end of the third grade.

A key resource that guided the direction of this report is the "Comprehensive Literacy Plan, Grades K-3," developed by the Lee David Pesky Center for Learning Enrichment (See Appendix B).

Report Contents

This report summarizes relevant national research pertaining to early reading education and contains 11 recommendations and a Call to Action designed to ensure that every Idaho child who is capable is able to read at the appropriate level by the end of the third grade.

The report also includes two primary appendices:

- Appendix A describes a "Comprehensive Literacy Plan for Grades K-3 for the State of Idaho," prepared by the Lee David Pesky Center for Learning Enrichment under the auspices of the Legislative Reading Committee.
- Appendix B describes in detail the reading improvement grant programs in operation in Idaho.

Senate Concurrent Resolution No. 114

The 1997 Idaho Legislature passed a concurrent resolution stating findings of the Legislature concerning the ability to read and directing the State Board of Education in cooperation with the Department of Education to provide a report to the Legislature on reading education in Idaho.

Be It Resolved by the Legislature of the State of Idaho:

WHEREAS, the state of Idaho recognizes that reading is fundamental to a student's ability to achieve his or her full potential, and

WHEREAS, well-read citizens are vital to the health of a democratic society; and

WHEREAS, a literate workforce is the cornerstone of our modern economy; and

WHEREAS, the failure to learn to read in the primary grades is directly correlated with the risk of dropping out of school and has been identified as a lifelong deterrent to successful and productive citizenship; and

WHEREAS, studies show that those who cannot read by the end of third grade are at high risk of dropping out of school, being unemployed and engaging in criminal activity; and

WHEREAS, the investment required to teach a child to read will reduce greatly the costs of welfare, unemployment or prisons; and

WHEREAS, Idaho's public school educators and administrators are charged with ensuring that every student learns to read capably and thoughtfully.

NOW, THEREFORE, BE IT RESOLVED by the members of the First Regular Session of the Fifty-fourth Idaho Legislature, the Senate and the House of Representatives concurring therein, that we direct the State Board of Education, in cooperation with the State Department of Education, to conduct a study of the status of reading education in Idaho and report its findings to the Legislature on or before January 31, 1998, together with recommendations designed to ensure that every Idaho capable child is able to read at the appropriate level by the end of the third grade.

Senate Concurrent Resolution No. 129

The 1998 Idaho Legislature passed a concurrent resolution stating findings of the legislature and directing the committee to study the status of early reading education in Idaho to continue through the next year and to prepare legislation to implement the recommendations of the committee for submission to the legislature.

Be It Resolved by the Legislature of the State of Idaho:

WHEREAS, the First Regular Session of the Fifty-fourth Idaho Legislature, recognizing that the ability to read well is essential to the future success of children, authorized study of the status of reading in public schools in Idaho and of recommended policies to guarantee that every child can read at grade level by third grade, and

WHEREAS, the State Board of Education and the Department of Education appointed a committee of legislators, business leaders, educators and parent representatives from all regions of the state to conduct the study; and

WHEREAS, the committee determined that Idaho should be the first state to make reading every child's birthright, and

WHEREAS, after thorough research and testing, the committee found that a majority of Idaho's fourth grade school children are not comprehending what they read at a level expected of them, thus creating the need for remedial work in later grades and in the workplace, and

WHEREAS, certain groups of disadvantaged children have significant reading problems which will prevent them from succeeding in school or life and greatly increase the likelihood that they will drop out of school 7 be unemployed, and be sent to prison, and

WHEREAS, we have the methods and tools to ensure that every child can read.

NOW, THEREFORE, BE IT RESOLVED by the members of the Second Regular Session of the Fifty-fourth Idaho Legislature, the Senate and the House of Representatives concurring therein, that the legislature authorizes the reading study committee to prepare the "Every Child's Birthright" Literacy Act for presentation to the 1999 Idaho Legislature. The committee should incorporate the recommendations that the act propose a comprehensive and systematic plan for ensuring that every Idaho child will read at grade level by grade three, a definition and method of measurement of reading at grade level, process and time line for implementation, and a budget and analysis of the most cost-effective methods for achieving the goals,

BE IT FURTHER RESOLVED that the committee shall hold public hearings on a draft of the act prior to finalizing the proposal to the

SECTION 2

CONCLUSIONS OF THIS REPORT

Following nearly two years of research, presentations, testing, surveys, input and deliberation by reading experts in Idaho and nationally, the Reading Committee agreed on the following conclusions:

1 **That learning to read is the most important and challenging skill taught in elementary school** is widely accepted by educators, parents and students. Success in school and life depends heavily on the ability to read. Yet, we know that too many children are not learning to read.

> **Success in school . . .**
>
> *and life depends heavily on the ability to read. Yet, we know that too many children are not learning to read.*

2 Forty percent of all 9-year-olds in the United States score below the basic level on the National Assessment of Educational Progress (NAEP). **The study completed in Idaho in 1997 revealed that as many as 40% of the 4th graders in our schools are reading below grade level.** Current research tells us that between 15 and 20 percent of the students in our classrooms are at risk for reading failure.

> **Current research tells us . . .**
>
> *that between 15 and 20 percent of the students in our classrooms are at risk for reading failure.*

3 **It is clear that the numbers of poor and/or non-readers in our state and in our nation is too high.**

4 **For all young children to reach their potential as readers, there must be a collaborative effort** on the part of parents, educators and communities to make the reading success of every child a top priority.

5 Current research continues to discover more about how children learn to read and what teaching strategies are most effective in assisting children in the learning-to-read process. **The knowledge and technology is available to help every child achieve his/her birthright . . . to become a successful reader.** With the research-based techniques available today, we have the capability to ensure that essentially every healthy child born in the 21st century would be reading at grade level by the end of 3rd grade, and that every child now in elementary school would graduate from high school a reader.

> **The knowledge and technology . . .**
>
> *is available to help every child achieve his/her birthright . . . to become a successful reader.*

6 **A variety of initiatives need to be carried out to guarantee every Idaho child's right to read. These include:**

- Implementation of a research-based comprehensive literacy plan in all Idaho schools.

(Continued on next page)

- State policies to set high standards of performance, to support effective research-based instruction, and to improve our teacher training programs.
- Extensive professional development to learn to use the new strategies, tools and materials for the teaching of reading.
- Improvement of the pre-service preparation of our future teachers in reading instruction in all of the state's colleges and universities.
- The support of the professional and business communities to improve the teaching of reading for all students.

We know more than ever before . . .

about how we can help every child to become a successful reader. We have the potential to turn research into practice. Our reading problems are solvable if we are willing to take the action needed for solution.

- Commitments from the state and local districts and school administrators to support teachers and research-based reading strategies by maintaining state-recommended class-size ratios, and providing adequate revenues.
- Parents and families must make reading an important part of family life, and see that their children are at school each day ready to learn.

We know more than ever before about how we can help every child to become a successful reader. We have the potential to turn research into practice. Our reading problems are solvable if we are willing to take the action needed for solution.

SECTION 3
WHAT THE RESEARCH SHOWS

Overview

A review of the research literature reveals agreement among scholars, researchers and practitioners on what a complete and balanced reading program must include to meet the literacy needs of all students. The research clearly shows that such a program must offer an organized, explicit skills program that includes phonemic awareness, phonics and decoding skills, and a strong language, literature, and comprehension program that offers a balance of oral and written language. These instructional components are described below, followed by a summary of key relevant research from five nationally renowned sources upon which the committee's recommendations are based.

Phonemic Awareness

A powerful predictor of success in learning to read, phonemic awareness is the understanding that spoken words and syllables are made up of speech sounds. Phonemic awareness is essential for learning to read an alphabetic language because it is these elementary sounds or phonemes that letters represent (Adams, 1990). If children cannot hear and manipulate the elementary sounds in spoken language, they have a very difficult time learning how to decode (match those sounds to letters and letter patterns).

Letter Names & Shapes

Awareness of letter names and shapes is, according to the research, another strong predictor of early reading success. It is not until children can quickly recognize the letters of the alphabet that they can begin to understand that all words are made up of sequences and patterns of letters.

Phonics

The role of effective phonics instruction is to help students understand, apply, and learn the alphabetic principle and proprieties of written language. Phonics refers to a planned, organized instructional program where sound-letter correspondences for letters and letter clusters are directly taught. Skillful readers can decode words instantly and effortlessly. These readers have learned how to examine letters and letter patterns of every new word while reading. Research informs us that only poor and disabled readers rely on context for word identification (Stanovich, 1980). A poorly developed sense of sound-letter correspondences has been found to be the most frequent, incapacitating and pervasive cause of reading difficulty (Bruck, 1990; Rack, Snowling, & Olson, 1992).

Phonics instruction is NOT about rote drill. The most effective phonics instruction, research reveals, is explicit — that is, it takes time and care to clarify key points and principles for students. It is also systematic, that is, it moves gradually from fundamental elements to more difficult and complex patterns. The end goal of phonics instruction is to help students recognize the logic of our language system and to encourage them to extend this understanding to new words that they encounter in their reading. Teaching phonics randomly by identifying spelling-sound connections only as they arise does not have the same effect on learning. The best instruction offers a strong relationship between what students learn in phonics and what they read.

Comprehension Through Reading

The single most valuable activity for developing children's comprehension is reading itself. When students can read fluently and accurately, they are able to construct meaning on two levels, i.e., understanding what it is the author is saying (literal comprehension) and what the meaning of the text is (reflective meaning).

Growth in reading comprehension can be predicted by the amount of reading students do (even after controlling for entry level differences). The amount of reading also predicts the richness in students' writing and oral storytelling.

Relevant Research

The recommendations, calls to action, and conclusions offered in this report are firmly rooted in publicly verifiable, quantitative, research-based knowledge. This research calls for explicit, systematic instruction in phonemic awareness and phonics along with early and continued exposure to rich literature (both fiction and non-fiction) and writing opportunities. (Learning First Alliance, 1998).

This report calls upon educators and policy makers to vigorously adopt practices that are consistent with the available research on how to teach reading effectively. Below are summaries of key relevant research from five nationally renowned sources upon which the committee's recommendations are based.

Reading — A Guaranteed Birthright

Robert D. Barr and William H. Parrett

In *Hope At Last For At-Risk Youth*, Dr. Robert D. Barr and Dr. William H. Parrett (1995) confirmed that in recent years, an avalanche of research has documented in the most powerful manner how essential it is for every child to learn to read, and to read well.

> ***"Nothing is as important in the education of young children as learning to read, for it is the foundation for most all of later learning."***

The authors tell us that it (the ability to read) is also essential for success in the larger society. In the United States today, the effective literacy skill level that is needed for personal, social, economic and civic effectiveness has steadily evolved and expanded.

The transformation from an industrial society to an informational age will continue to raise the standard for literacy skills. Learning to read is so important, so absolutely essential, that many have come to regard reading as a guaranteed birthright or an inalienable civil right of all children.

Children arrive at school with great enthusiasm for learning, but if they do not learn to read, and in fact do not learn to read rather quickly, the children are impacted in a number of unfortunate ways. If children do not learn to read by the end of the third grade, too often they develop a negative image of themselves. They begin to think of themselves as being unable to learn. Their self-concept begins to deteriorate and their earlier enthusiasm for learning is replaced by embarrassment and anger.

> ***If children cannot read, they cannot do their class work or homework; they may fail their courses, become discipline problems in their classrooms, and ultimately drop out of school. Research has documented that youths who cannot read have just as much trouble outside of school as they did before they dropped out.***

There is a direct relationship between reading problems and the high cost of health and welfare, police enforcement and corrections. In study after study, reading problems have been identified in large numbers of juvenile delinquents, unemployed, incarcerated adults and men and women on welfare. Eighty percent of the men and women in prisons in the United States are high school dropouts. More than forty percent of all incarcerated adults have significant reading problems. Youths who cannot read will live out their lives unemployed, underemployed or unemployable; many will also end up in jails and prisons.

FALLING BEHIND

"For 3rd graders who are reading a year or more below grade level (or who have been retained one or more times) and who are poor and attending a school serving many other poor children, their chances of eventually graduating from high school approaches zero."

— Dr. Robert Slavin,
Educator/Author/Researcher

Research has identified four crucial variables in predicting high school dropouts: if a child is poor, attends schools with other poor children, is retained at least once during the first three years of school, and is reading below grade level at the end of the third grade, the chance of that child graduating from high school is near zero.

At least one state – Indiana – predicts prison cell needs 20 years in the future by studying second graders. They do this by including one additional variable to the four previously listed: physical or sexual abuse. The reverse is also true:

> ***If children learn to read before the end of the third grade, there is a corresponding reduction in referrals to special education, Title One reading programs and even later costs of health, welfare, police enforcement and corrections.***

While schools cannot eliminate poverty or improve dysfunctional families, schools can teach all children to read. Schools know how to teach all children to read, and many schools do it. Some schools even guarantee parents that their children will learn to read. Research has now documented that schools can overcome the debilitating effects of poverty and a dysfunctional family – schools can teach every child to read. Research has also identified a number of best practices and programs that are so effective that all children can learn to read.

Reading is so important that if little else were taught during the early grades, it would be worthwhile. Some argue that it would be better for a student to attend school for only a few years but only learn to read than to stay in school until the eighth or ninth grade and drop out of school without being able to read effectively.

Effective Teachers Make <u>the</u> Difference

Dr. Gerald Duffy, Emeritus Professor, Michigan State University

Dr. Duffy was hired to share his overview of current research with the Reading Committee. He said students need to develop a personal sense of what literacy is and what it is they are trying to do by learning to actively think their way through text. He said research has taught us that packaged programs of instruction, commercial packaged basal texts, pull-out programs and retention and tracking do not work.

He emphasized that teachers do make ***the*** difference. Effective teachers have different expectations of the students, are more active in explicit instructions, provide immediate feedback, are geniuses at managing quality on-time tasks, and are more diagnostic in teaching. (Appendix C provides summaries of nine other presentations to the Reading Committee.)

The Need for a Scientific Approach

Keith E. Stanovich, professor at the Ontario (Canada) Institute for Studies in Education

Dr. Stanovich has cogently pointed out that the failure to deal with issues/problems in a scientific manner has impeded the cumulative growth of knowledge in the psychology of reading. The result, Dr. Stanovich points out, has been a reliance on a subjective, and too often, biased view of knowledge that continually leads us to educational whims. Such instructional fads could be avoided if educators and other practitioners were firmly established in the importance of scientific thinking for solving educational problems (Stanovich, 1994).

Policy Should Be Based on Evidence, Not Ideology

*The Learning First Alliance**

In their action paper, *Every Child Reading: An Action Plan (1998)*, the Learning First Alliance urges educators and those responsible for shaping educational policy to base educational decisions on evidence, not ideology, and:

a. Provide all children explicit, systematic instruction in phonemic awareness, phonics and experiences with rich literature.
b. Promote whole-school adoption of effective methods for the teaching of reading.
c. Administer diagnostic assessments regularly to kindergartners and first-graders.
d. Improve pre-service for elementary teachers by including instruction on the research base, applications of that research in the classroom, and experiences with such methods.
e. Improve the quality of ongoing professional development on instructional strategies that includes discussion of research on how children learn to read as well as extensive in-class follow-up.
f. Promote adoption of texts based on the evidence of what works.
g. Involve parents in support of their children's reading.
h. Intensify reading research.

Beginning Instruction Is Critical

National Association of School Board Executives

A series of studies conducted by different investigators in different sites offers similar findings regarding beginning reading instruction (NASBE, 1998). A significant convergence has been found in a number of specific areas:

- It is important for kindergarten and first graders to develop phonemic segmentation abilities; i.e., young children should be able to hear and identify the different sounds that make up a word such as "bat."
- The ability to associate letters or letter groups with certain sounds is a key step in early literacy development; young children should have specific instruction in this area in order to learn useful decoding knowledge and strategies.
- Children need to have experiences with a rich and varied supply of books and stories that are engaging and of appropriate difficulty.
- Teacher expertise in research-based reading instruction is critically important.
- High-quality preschool programs can be essential in helping children develop general verbal skills, the ability to recognize the difference between the sounds of language and the meaning of language, familiarity with the purposes of written text, and knowledge of the alphabet.

Instruction Excellence Is Key to Success

National Academy of Sciences

Among the most recent and prominent studies is the March 1998 National Academy of Sciences study *Preventing Reading Difficulties in Young Children*. The Academy was asked by the U.S. Department of Education and the U.S. Department

*** The Learning First Alliance . . .**

is a coalition of organizations representing more than 10 million people engaged in providing, governing, and improving America's public schools at the local, state, and national levels: American Association of Colleges for Teacher Education; American Association of School Administrators; American Federation of Teachers; Association for Supervision and Curriculum; Council of Chief State School Officers; Education Commission of the States; National Association of State Boards of Education; National Association of Elementary School Principals; National Association of Secondary School Principals; National School Boards Association; National PTA; National Education Association.

of Health and Human Services to establish a committee to examine the effectiveness of interventions for young children who are at risk of having problems learning to read.

The committee, comprised of 19 research-scholars in the areas of language development and reading, reviewed research on normal reading development and instruction, on risk factors useful in identifying groups and individuals at risk of reading failure, and on prevention, intervention and instructional approaches to ensuring optimal reading outcomes.

Preventing Reading Difficulties in Young Children, edited by Drs. Catherine E. Snow, M. Susan Burns, and Peg Griffin, offers a unique summary of the existing research literature. It details the process of learning to read; cites predictors of reading success and failure; suggests prevention and instructional strategies, and makes specific recommendations for practice and research. The report proposes that adequate initial reading instruction requires that children:

- Use reading to obtain meaning from print; Have frequent and intensive opportunities to read;
- Are exposed to frequent, regular spelling-sound relationships;
- Learn about the nature of the alphabetic writing system; and,
- Understand the structure of spoken words.

In addition, the report identifies three potential detours that are known to throw children off the course on the way to skilled reading:

- Difficulty understanding and using the alphabetic principle (the sound–symbol relationship);
- Failure to transfer the comprehension skills of spoken language to reading; and,
- The lack or loss of the motivation to read or the absence of a mature appreciation of the reward of reading.

The importance of ensuring that children overcome these obstacles during the primary grades cannot be overstated. The majority of reading problems faced by adolescents and adults are the result of problems that could have been avoided or resolved with early identification and remediation. Recognizing the critical importance of providing excellent instruction to all children, the committee's scholars' central recommendation focuses on excellent primary reading instruction.

> ***"We acknowledge that excellent instruction in the primary grades and optimal environments in preschool and kindergarten require teachers who are well prepared, highly knowledgeable, and receiving ongoing support."***

Learning to Read/Reading to Learn

*The National Institute of Child Health and Human Development**

In 1985, due to the concern about the growing incidence of reading problems and learning disabilities in the general population, the Health Research Extension Act gave NICHD a new charge: to improve the quality of reading research by conducting rigorous, long-term, prospective,

*** National Institute of Child Health and Human Development Research . . .**

is truly distinctive because of its methodological rigor in an area that had been considered challenging for scientific investigation and where scientific knowledge has sometimes been obscured by philosophical and ideological positions. Since 1965, a total of 34,501 children and adults have participated in NICHD-supported reading research studies. Of that number, 21,680 read at the 50th percentile and above, and 12,641 read at the 25th percentile and below. Thirty-two colleges and universities, as well as the Mayo Clinic, Salk Institute, Beth Israel Hospital (Harvard), Boys Town and Haskins Laboratories, comprise the North American sites for this research. In addition, European and Asian sites include China, England, Israel, Russia, Serbo-Croatia, Sweden and Turkey.

longitudinal, and multi-disciplinary studies. This kind of research requires careful planning and involves many disciplines; e.g., education, psychology, linguistics and medicine. It recognizes the importance of testing competing theory; includes large samples of subjects/participants; relies on a range of carefully developed measures, and implements long-term treatments. In some studies, children's growth in reading has been observed from five years of age until 23 years of age.

This research is enormously difficult to conduct but of significant importance if we are to understand the nature of reading development and difficulties in children and adults. For many years, reading research has been hampered because support for long-term studies was not available, and because many earlier studies did not describe the children or the assessment/teaching methods used with sufficient precision.

The NICHD's research supports the following propositions about "learning to read" (from preschool to grade 3), and "reading to learn" (grades 4-12) for all children:

- **Although the eyes make visual contact with the printed word, the critical work involves the sounds (phonemes) of language.** Many NICHD studies show that a reader's ability to remember, imitate, recall, manipulate (pull sounds apart and put them back together again), recode (switch between sound, visual, and semantic codes), and articulate sounds is essential to early reading.

- **The ability to process sounds that are heard (called phonological processing) consistently differentiates good readers and poor readers.** This ability is not dependent on intelligence, socio-economic status or parent education. Accurate phonological processing is necessary in order to decode and read new words quickly and accurately.

- **In turn, the most reliable indicator of difficulties in comprehending what is read is the ability to read words quickly and accurately** (called word recognition).

- Reading is indeed learned, and, therefore, must be taught, supported and sustained. Reading does not come naturally as does speech, and relies heavily on how we hear and manipulate sounds even before we see printed words.

- **Reading the English language requires understanding the alphabetic writing system** — understanding that the alphabetic print must be converted into sounds and meaningful messages.

- **Effective classroom instruction in the early grades by well-prepared teachers is the most powerful method for preventing reading and learning problems.** The research indicates that when teaching youngsters who have a difficult time learning to read, explicit, systematic instruction is most effective in teaching reading. Effective instruction should: teach phonemic awareness at an early age, the common sound-spelling relationships in words, and how to say the sounds in the words; use text that is composed of words that use sound-spelling correspondences that children have learned, and use interesting stories to develop vocabulary and language comprehension. The most effective classroom method for early reading instruction involves a combination of explicit instruction in word recognition skills and reading comprehension strategies with opportunities to apply and practice these skills in a rich literature base.

In conducting studies with the seventeen to twenty percent of children who have serious reading difficulties, the NICHD Research Program has learned the following:

- **Substantial converging evidence supports the theory that significant reading problems are the result of a "phonological core deficit,"** in which readers have difficulty acquiring, retaining, manipulating, and recoding the phonemes or sounds of the English language.

- **Without early identification and early intervention (before entry into the third grade), reading difficulties severe enough to hinder learning** and the enjoyment of reading will persist into adulthood unless intensive and specialized remediation programs are provided.

- **The most effective instructional reading methods appear to involve a combination** of explicit instruction in phonemic awareness, explicit instruction in sound-symbol relationships (phonics), and direct and integrated instruction in the reading of text and reading comprehension strategies. A balanced and complete teaching approach appears necessary for both children and adults with reading difficulties.

- **Moreover, many children and adults who are not identified as "disabled" report that they do not read on a regular basis** either to learn new information or for enjoyment. These individuals report that reading is difficult for them because they cannot read words quickly, which in turn limits their exposure to reading materials which they might otherwise learn from and enjoy.

SECTION 4
THE COMMITTEE'S RECOMMENDATIONS

The Reading Committee calls upon educators, policy makers, parents and communities to vigorously adopt the following recommendations to ensure that every Idaho child reads fluently and comprehends printed text, on grade level, by the end of the third grade.

RECOMMENDATION 1

The Idaho Legislature, the Governor, the State Board of Education, and the Idaho Department of Education, shall acknowledge that reading is the highest priority in Idaho elementary schools, and resources shall be allocated to provide access to research-based reading methods in every school.

- Reading is essential to success in our society. The highest priority of Idaho's government and educational community must be to provide the material and human resources needed to achieve reading success for all of Idaho's children. This goal is attainable and requires the support and commitment that goes beyond political advantages.

- If we are to ensure every Idaho student their birthright — the right to learn to read — the Idaho Legislature, the Governor, the Idaho Department of Education, and the Idaho State Board of Education must collaborate to ensure the funding that is necessary to give reading instruction the full attention it requires.

- Specific attention needs to be directed to the issues of:
  a. teacher training
  b. the details of reading and language skills development
  c. support for early and continuing reading assessment and intervention of pre-school through 3rd grade students.
  d. the removal of any and all obstacles in the areas listed below that interfere with reading instruction:
  - class size
  - school library resources
  - classroom instructional materials
  - computers and other supportive technology

RECOMMENDATION 2

Family-oriented enrichment pre-school programs and other certified, and validated pre-school programs with an emphasis on early intervention, shall be encouraged to be expanded to promote language acquisition and pre-literacy skills.

- Parents are important as their children's first teachers. Research indicates that parent involvement in reading acquisition is essential in providing the foundation for the learning so important to reading success in schools.

- Promoting the importance of reading must involve the governor, the state superintendent, universities, schools, libraries, Idaho businesses, and the radio and television media in emphasizing reading. Such an effort would focus on helping parents know what they need to do in order to help children be ready for school; i.e., preparing children to read, and teaching them how to work effectively with schools/teachers.

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- Literacy acquisition is facilitated and accelerated by insuring that in the pre-school years appropriate foundations in language development and print awareness are established. Enriched pre-school programs can provide children a more secure foundation for becoming effective readers. Working with parents and children during these early years is an extremely cost effective approach to making sure children are fluent readers by the end of third grade.

- Develop a demonstration program of family oriented enrichment pre-school programs and other certified and validated pre-school programs that emphasize early intervention to promote language acquisition and pre-literacy skills.

- Fund one site per region (six regions). Commit to three years of funding support.

- Create an assessment tool to determine "readiness to learn" skills; administer assessment prior to entry to pre-school, mid-year, and year end (the latter to serve as spring pre-kindergarten assessment).

- Determine pre-school certification/accreditation standards

- Fund in-service training for pre-school teachers at the six selected regional sites.

- Determine/evaluate the number of children in the demonstration program needing pre-K intervention as compared with those not in demonstration program.

RECOMMENDATION 3

Idaho shall establish and fund mandatory half-day kindergarten programs that focus on phonologically based pre-literacy skills for all children in the state.

- Kindergarten has been targeted as an important factor in the development of successful readers by the end of third grade. Kindergarten has been offered in Idaho for about 25 years and is not mandatory. The sessions are generally 2.5 hours in length. Research shows that the earlier literacy skills can be taught the more success children will have in formal reading in the primary grades.

- During kindergarten, children should develop the following skills:

  Language: children need to be able to use language to describe experiences, to predict what will happen in the future, and to talk about events that happened in the past.

  Background Knowledge: children need knowledge and understanding of their own world to make sense of what they read.

  Appreciation of stories and books & concepts of print: children need a great deal of experience with books and literature.

  Phonemic Awareness: children need to understand that words are sequences of phonemes(the basic speech sounds that are represented by letters of the alphabet). Phonemic awareness is demonstrated by the ability to identify and manipulate the sounds within spoken words.

  Alphabet and Letter Sounds: Familiarity with the letters of the alphabet is a necessary foundation for early reading success. Children should, by the end of kindergarten, be able to recognize, name, and print letters, and know the sounds they represent.

RECOMMENDATION 4

All schools and districts shall require that every K-8 teacher provide research-based, balanced and comprehensive reading instruction that is focused on skill/strategy development and uses literature, expository texts, and language rich activities. Instruction must be suited to the needs of each student so that every student is reading on grade level by the end of third grade.

- Skills development is critical in beginning reading. Although skills development alone is insufficient to the development of good readers, no reader can become proficient without these foundational skills: phonological and phonemic awareness, multiple decoding strategies (including phonics-the system by which letters and combinations of letters represent sound), fluency, vocabulary knowledge, and comprehension strategies suitable for both recreational and informational reading.

- These skills and strategies should be taught directly, explicitly, and systematically using multi-sensory instructional strategies as detailed in the "Comprehensive Literacy Plan Grades K-3 for the State of Idaho" developed for the Legislative Reading Committee by The Lee David Pesky Center for Learning Enrichment and approved by the Legislative Reading Committee and the State Board of Education.

- The National Academy of Sciences study, Preventing Reading Difficulties in Young Children recommends that first grade instruction provide explicit instruction and practice with spelling-sound conventions and their use in identifying printed words (decoding).

- Well sequenced sound-symbol instruction (phonics) in first grade has been shown to reduce the incidence of reading difficulty even as it accelerates the growth of the class as a whole.

- As they move through second grade and beyond, students need to develop a joy of reading and read a wide variety of materials, expository (non-fiction) as well as narrative. It is through such reading that students will develop greater fluency, vocabulary, background knowledge, comprehension strategies and writing skills.

RECOMMENDATION 5

Create instructional intervention programs for students who are not at grade level in reading as per State Board of Education assessment for the transition between grades K-3. Focus intervention strategies on the specific needs of the identified children. These instructional interventions shall include the application of multiple teaching methods for phonological and phonemic awareness, decoding and comprehension strategies.

- In continuing recognition of the critical importance of reading skills, all public school students in grades one, two and three shall participate in an on-going reading skills assessment. Kindergarten assessment will be a reading readiness, phonological assessment. Grades one, two and three shall assess for fluency, accuracy of the students' reading and an assessment of decoding and comprehension skills.

- Diagnostic tools should be curriculum- based measures that include teacher observations as well as more formal measures of decoding and comprehension skills.

- The assessment shall be by test and given in a manner specified by the State Board of Education. Assessments shall take place not less than two (2) times per year in the relevant grades. Additional assessments shall be strongly recommended for those students testing in the lowest twenty-five percent of their class.

- Each school district shall establish an intervention program to meet the needs of students not at grade level as determined by the reading skill assessment for the periods between kindergarten and first grade; first and second grade; and second and third grade.

- These instructional interventions shall include the application of multiple teaching methods for phonological and phonemic awareness, decoding and comprehension strategies.

- The scores of the assessments and the recommended and implemented interventions shall be maintained in a reading record card included in the permanent record of each student.

- Limited English Proficiency (LEP) students need strong support to help them develop the skills needed to learn to read, i.e., supplementary services, Title I and special education.

- Intensive, systematic reading instruction should be available to all children who are having difficulties with learning to read.

- School reform in literacy intervention promotes restructuring of school time to ensure that large blocks of uninterrupted time are available for reading and other language activities.

RECOMMENDATION 6

The state educational agencies of teacher preparation programs shall require that all K-8 grade level and Special Education teachers-in-training take course offerings that are consistent with the state's comprehensive literacy plan. Prior to graduation, candidates for a degree must demonstrate by performance based assessment their ability to teach all students to read congruent with recent research on best reading practices.

- Educating teachers to teach reading can and must rest on a scientific foundation. Science (neuroscience, applied linguistics, and cognitive science) is helping us understand how reading is learned and what the most effective instructional strategies are for teaching children how to read.

- The performance based assessment shall include the major components of effective reading instruction; i.e., how children acquire language; the basic sound structure of English, including phonological and phonemic awareness; phonic and structural analysis; semantics and syntactics; how to select reading textbooks, and how to use diagnostic tools and test data to improve teaching. All teachers need a solid knowledge base of the reading process: Phonological Awareness; Sound-symbol correspondence (intensive, systematic phonics); Semantics (meaning); Syntax (grammar and language patterns); Pragmatics (background knowledge and life experience); Comprehension and Critical Thinking.

RECOMMENDATION 7

All practicing K-8 teachers, Title I teachers and directors, Special Education teachers and directors, principals of K-8 and superintendents who also act as K-8 principals shall be required to take three credits of reading content courses or 45 contact hours of in-service training. Such courses shall be state approved. Course work must be completed for recertification. These required credits may be included within the six credits required every five years for certification.

- Up to 25 percent of Eisenhower funds shall go directly to K-8 reading. These funds shall be used for the state approved in-service reading program.

- Well-prepared, competent teachers are essential if students, including those with special needs, are to meet grade level standards in reading, writing, speaking and listening.

- Reading Specialists (those holding a Master's degree in reading) shall be available to every teacher and school for assistance in evaluating the instructional needs and progress of individual students experiencing difficulty learning to read.

- Reading Specialists shall work in collaboration with teachers, parents and administrators to design and implement effective learning conditions and interventions for such children.

- Paraprofessionals working as Title I and Special Education Aides should not be the primary instructors for children experiencing difficulty learning to read. Rather, paraprofessionals should free the regular classroom teacher daily from maintenance level activities to allow the teacher to work 1:1 with those students who are struggling to learn to read.

RECOMMENDATION 8

Every school and district shall mobilize all its resources to make the teaching of reading a priority for all school staff in grades K-3 and strive to achieve a student/teacher ratio that is consistent with Idaho's class-size-ratio goals in grades K-3.

- The Educational Testing Service reports that smaller class sizes "is the clear indicator for high achievement." These findings help clarify an area which has been disputed in recent years. A number of states have mandated reduced class sizes varying from 18 to 22 students per teacher.

- The Learning First Alliance action paper on reading reports that class size makes a difference in early reading performance. Studies comparing class sizes of approximately 15 to those of around 25 in the early elementary grades reveal that class size has a significant impact on reading achievement, especially if teachers are also using more effective instructional strategies.

- In reporting class size ratios, include only the certified academic teacher.

- Apply the state funding formula to require the distribution of funds to reflect the priority being placed on having every Idaho child being able to read at the conclusion of 3rd grade.

RECOMMENDATION 9

School districts should be encouraged to provide high quality print and electronic instructional materials that support identified decoding and comprehension skills in a comprehensive K-3 research-based reading program.

- A print rich environment is critical to literate behavior. Teachers and students must have instantaneous access to materials that match students' reading needs, interests and cultural backgrounds.

- School libraries should be used to support classroom instruction and be in a place where all students can locate books that are age/grade level appropriate and of interest to them.

- To meet the literacy needs of individual students with diverse needs, training in the use of technology and strategies for selection of technological support systems is needed for teachers, administrators and other educators. Technology should be used to support all areas of the reading program including listening, reading and writing.

RECOMMENDATION 10

Textbook selection in every district will support identified skills in a comprehensive, balanced K-3 research-based reading program, and reflect Idaho's cultural diversity.

- The Idaho State Board of Education must ensure that the selection of textbooks, statewide, is in alignment with the comprehensive, research-based and balanced reading program described in this report.
- Print materials should reflect the cultural, socio-economic, learning and linguistic diversity of the children in Idaho's schools.
- Reading materials of varying levels of difficulty must be available to allow all students to read at the appropriate level.

RECOMMENDATION 11

Idaho must promptly initiate a massive public education campaign promoting the importance of reading and the many programs available for schools and communities. The entire community must collaborate to ensure that every child reads fluently, understands printed text and is reading on grade level by the end of grade three.

- A massive public information campaign should be initiated to encourage the committed involvement of families, the education and business communities, and elected officials in promoting reading success by the end of grade three for every Idaho child.
- Business-community-school partnerships should be formed to ensure total community support for a balanced, comprehensive, research-based reading program.
- The primacy of reading instruction and students' reading achievement should be affirmed and reaffirmed by every Idaho community.
- Create a statewide Reading Director Position. The Reading Director will oversee the implementation of the statewide assessment program.
- Establish the position of regional Reading Specialist to be assigned according to the needs of the state. These Reading Specialists will train and oversee the paraprofessionals who are administering the assessments. In addition, they will serve as consultants to teachers.
- The State Reading Director shall oversee the regional Reading Specialists.
- The State Reading Director position and the regional Reading Specialists positions will sunset in five years.

Section 5
Call to Action

We know more than ever before about how we can help every child to become a successful reader. We have the potential to turn research into practice. Our reading problems are solvable if we are willing to take the action needed for solution. Following are recommended actions to be taken by educators, parents and communities, state officials, universities and the Idaho Legislature:

Teachers, Administrators, and Local School Boards

Teacher Education

- Support Recommendations 4, 5 & 6 in this report.

Instructional Leadership

- Make the teaching of reading a priority for all school staff.
- Encourage placing the best reading teachers at the primary level.
- Redesign the curriculum of grades 1-3 to ensure a major emphasis in reading, including researched based components of literacy.
- Allow opportunities for children to be with the same teacher for the first three grades, either in a multi-aged classroom or with the teacher moving to the next grade each year to continue working with the same children.
- Provide training in research-based reading pedagogy: i.e., the basic sound structure of English including phonological/phonemic awareness; phonic and structural analysis, semantics and syntactics, comprehension strategies; the use of diagnostic tools and test data to improve reading.
- Coordinate professional development among all interested parties.
- Ensure that the selection of textbooks statewide is compatible with the comprehensive, research-based and balanced reading program described in this report.
- Plan literacy-rich classrooms.
- Work effectively with parents.

Call to Action

Teachers, Administrators, and Local School Boards

Prevention and Early Intervention

- Establish a "Best Practices Demonstration Reading Readiness Intervention Program.
- Implement Recommendations 2 & 3 in this report.
- Provide summer school opportunities for at-risk pre-first graders. (Those who did not meet kindergarten standard expectations)

Parents and Communities

Prevention and Early Intervention

- Agree to implement a home reading program.
- Attend parent education classes provided to assist in understanding the vital role as first teachers and ongoing partnership with the schools.
- Understand the parent's role in preparing children to enter preschool and kindergarten by talking to and reading to/with toddlers.
- Understand the developmental stages of reading, writing, and spelling, and model reading and writing.

State Board of Education

Teacher Education

- Require that all K-8 grade level, Title I and Special Education teachers take reading course work as specified in Recommendations 6 & 7.

Instructional Leadership

- Recommend that the State Textbook Selection Committee select textbooks supporting identified skills in the K-3 state comprehensive literacy plan.

Call to Action

Idaho Department of Education

Teacher Education

- Work with the Deans of the colleges and universities in promoting enhanced pre-service course work in research-based reading pedagogy.

Instructional Leadership

- Work collaboratively with colleges and universities, and local school districts to ensure quality professional development.

Prevention and Early Intervention

- Support early and continuing reading assessments of Kindergarten through grade three students.

Universities

Teacher Education

- Require all teacher education graduates to demonstrate their understanding of phonological and phonemic awareness, and phonics, both in content and instruction.

Instructional Leadership

- Require that all teacher education graduates demonstrate an understanding of both content and instruction of structural analysis, context clues, and sight vocabulary in fluent reading.
- Require instruction and field experience in teaching comprehension skills, including strategies for activating student background knowledge, building vocabulary, reading critically, and monitoring understanding.
- Require all elementary education majors ample opportunities to practice applicable skills in supervised classrooms. Require that they demonstrate the ability to perform the following: implement instruction based on research-based "Best Practices;" use a variety of appropriate instructional approaches based on student needs; link the reading and writing process (encoding/decoding); work effectively with parents; diagnose and remediate reading problems; assess reading achievement.

Idaho Legislature

Instructional Leadership

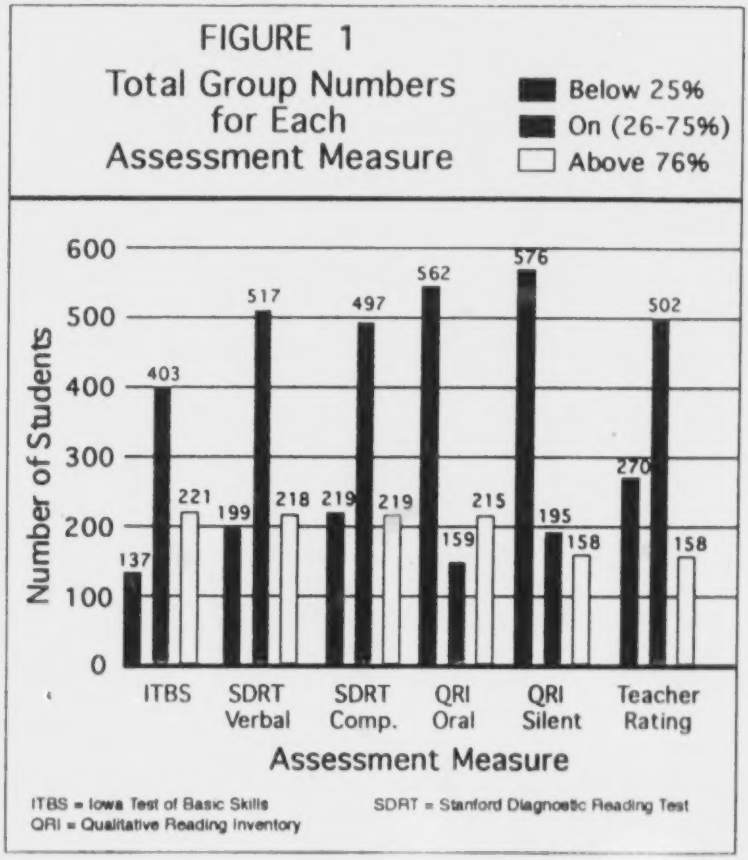
- Support and fund the recommendations in this report.

SECTION 6
TESTING RESULTS

Introduction

The committee hired Drs. George Canney and Jack Nelson, Professors of Education, University of Idaho, to assess a representative sample of more than 900 Idaho fourth grade students. Canney and Nelson used the Iowa Test of Basic Skills (ITBS), the Stanford Diagnostic Reading Test (SDRT) Green level (1995), the Qualitative Reading Inventory II (Leslie and Caldwell, 1995), and teacher ratings for their assessment.

Figure 1 shows the total group numbers for each assessment measure. The results of their study were most helpful in providing the statistical data for this report.



Key findings of the Canney/Nelson study are listed below, followed by a detailed description of their methodology and additional results.

- About one student in five is reading well below grade level.
- Of the students not needing special services, only 8 percent are reading below the 26 percentile, while nearly half of the children who received/are receiving Title I, Reading Recovery, LEP and Migrant Services score below the 26th percentile.
- In the SDRT reading comprehension sub-test, just 11 percent of the children without services scored below the 26th percentile, while 55 to 76 percent of the children receiving special services scored below the 26th percentile in reading comprehension.
- In the Qualitative Reading Inventory (QRI) II test, 60% were below grade 4 in oral reading, while 62% were below grade 4 in silent reading.
- Teachers' ratings for the entire group (930 students) fell between the ITBS/SDRT and the QRI II, with 29% of the students reading below 4th grade.

Purpose and Rationale

Iowa Test of Basic Skills (ITBS) scores for 1993-96 indicated that Idaho students ranked nationally in reading between the 53rd and 59th percentile overall. Characteristically, however, normative data such as these do not tell enough about students' specific reading skills and strategies. Fur-

K-3 Teacher Survey Results

As part of its study, the 1997 Idaho Legislature requested that the State Department of Education survey reading educators about current instructional practices and conditions influencing the reading achievement of primary grade students. The results were one of the tools used to make the recommendations in this report (anonymity was assured). A total of 1,639 public and private school teachers were surveyed and the following results were reported:

Education background:

49% received their education degree from an Idaho college
36% have earned a master's degree in education
12% have a reading endorsement, while
3% are working towards a reading endorsement

Class composition results were reported as follows:

55% reported class composition of 21-25 students, while
11% reported having 26 or more students
43% reported having 6 or more students reading below grade level

Obstacles to learning to read were reported as follows:

34% indicated inadequately prepared students are a main obstacle in students learning to read
29% indicated class size was a main obstacle in students learning to read

Extended time opportunities were reported as follows:

4% indicated before school programs
42% indicated during school programs
16% indicated after school programs
29% indicated summer programs

Classroom libraries were reported as follows:

45% indicated an inadequate classroom library
56% indicated the classroom library is funded by personal funds
25% indicated the classroom library is funded by state funds

Teacher training requests were reported as follows:

54% requested training in building comprehension skills
52% requested training using technology in teaching reading
50% requested training on teaching non-readers to read

thermore, such group tests can underestimate the reading ability of at-risk students and students of color. Therefore, as part of the effort to assess the reading achievement of Idaho fourth grade students, we examined a representative sample of fourth grade students using individual assessment procedures more diagnostic and authentic in character.

Method

Sample Idaho is divided geographically into six educational regions and into five district categories according to student population. Stratified random sampling procedures were used to select approximately 1,075 fourth grade students representative

of both geographic region and district size. Student selection was not based upon individual districts within the five size categories because the purposes of the study did not require this further delineation. The classrooms selected were representative of fourth grade students in Idaho according to gender, geographical region and district size. Ultimately, 936 students participated in the assessment.

Test Administrators. Forty-three substitute elementary teachers, recommended by the principals of participating schools, were trained during one of three day-long sessions to administer sub-tests of the Stanford Diagnostic Reading Test, Green level (1995) and the Qualitative Reading Inventory II (Leslie and Caldwell, 1995). They learned how to administer and score the SDRT and the oral and silent reading portions of the QRI II, including scoring students' prior knowledge of text topics, answers to comprehension questions, and students' word identification miscues.

Materials. Four distinctly different types of reading assessments were utilized in order to get a varied profile on each student's reading performance. The ITBS is an achievement test offering a limited look at overall reading performance and no information about decoding strategies. The Stanford Diagnostic Reading Test (SDRT) provides a more in depth look at reading comprehension and vocabulary than does the ITBS. Like the ITBS, it is a multiple choice, paper- and-pencil measure in which students must recognize a correct response from among four choices. The test passages remain before the reader and so can be scanned for answers.

The QRI II comes closer to measuring authentically how students perform as readers. Students read aloud and silently graded passages, then answer comprehension questions. When reading aloud, the examiner records decoding miscues that provide insights into strategies students use. Under both conditions, the examiner also records the time to read a passage as a measure of reading speed.

Finally, teachers' ratings of overall student reading performance reflect a vast array of information teachers gather through ongoing observations and tests. Students who might not perform as well under timed conditions or with another teacher might reveal during regular class activities reading strengths and needs important for determining instructional needs. Teachers use these data to plan instruction. Multiple assessment measures provide a multifaceted profile of students as readers and help identify more fully students' reading strengths and weaknesses.

The Stanford Diagnostic Reading Test, fourth edition, is a well researched, norm- referenced, group diagnostic instrument for examining phonetic, vocabulary and comprehension skills. In addition to providing a single score for each sub-test, item analysis gives additional insight into six aspects of comprehension performance: type of text (recreational, informational, functional); mode of comprehension (initial understanding, interpretation, and critical analysis and process strategies). The vocabulary sub-test provides information about listening and reading vocabulary, to include knowledge of synonyms and classification of terms. The comprehension and vocabulary sub-tests required two separate sittings of 40 and 30 minutes, respectively.

The Qualitative Reading Inventory II, second edition, is one of a family of informal reading inventories that have a long history of use in the classroom to assess students' reading level, including reading comprehension and word identification skills. The QRI II is perhaps the best documented of current IRIs. In addition, one attractive feature is its attempt to estimate the prior knowledge a student has about a particular passage topic as an important variable in that student's ability to comprehend what is read.

The SDRT comprehension scores were compared to the oral and silent comprehension scores obtained on the Qualitative Reading Inventory and on the Iowa Test of Basic Skills, short form, given in all fourth grade Idaho classrooms. The vocabu-

lary score could also be used as a rough estimate of a student's reading potential

Classroom teachers rated each of their student's over all reading level on a scale from 1 to 9, non-reader to well above grade level. "Average," or on grade level, was scored as 4-6. We wanted this information because teachers work daily with students and so are in a position to provide information about student's reading level that may not be apparent in a one-time assessment by a person unfamiliar with the students.

Finally, we collected demographic information from school personnel describing for each student mobility among different schools, absenteeism, and grade retention. In addition, we asked if a student had received special assistance in Title One, Reading Recovery, Gifted and Talented, LEP services, and/or Migrant Services.

Procedures

Forty-three fourth grade classrooms were originally selected utilizing stratified random sampling procedures. Alternate classrooms were also identified in case a school declined to participate. Two of the largest school districts in Idaho had three schools/classrooms participate; in most districts, a single school/classroom was selected. One of the thirteen largest school districts was omitted from the study because it is district practice to regularly administer the QRI II to all elementary students several times a year. Three of the classrooms picked (in two districts) declined to participate; in one of those districts an alternate school/classroom did participate, so that ultimately there were forty-one fourth classrooms in the study, ranging in class size from 14 to 29 students with a median of 23 students per classroom. In all but one school, a single test assessor completed the entire testing for that classroom, in the one exception, two assessors did the testing. The regular classroom teachers did none of the testing beyond giving the ITBS tests in late October. The regular classroom teachers did, however, complete the teaching rating scale for each student.

After training, the test administrators began their assessments in early November, assessing the whole class in two sessions using the SDRT. Individual testing of each student in one 30-minute session outside the classroom using the QRI II followed this testing. The results of the 1:1 session were audiotape recorded.

Results of the testing were sent to the University of Idaho for analysis and interpretation. Student scores on the SDRT were forwarded to the Psychological Corporation - publisher of the SDRT - for both a composite analysis and individual student diagnostic reports. Individual student's overall reading performance (level) on the QRI II was determined by the testing administrator giving the inventory and checked by the investigators; 200 testing administrator's audio tapes of prior topic knowledge, oral reading and silent reading comprehension were rescored to derive interrater reliability figures for this study.

Data Analysis

Correlation statistics were used to compare scores among all six assessments: ITBS Total Reading Score, SDRT comprehension, SDRT Vocabulary, QRI II oral instructional reading level, QRI II silent instructional reading level, and teacher rating scale. Tables and bar graphs showing frequencies and percentages of students' scores on various measures helped stakeholders examine group performance.

Expectancy tables were also used to compare students' performance on several measures. Secondary analyses examined individual students' decoding strategies including use of phonics, information sources students access to answer comprehension questions, the impact of special services on students' reading growth, and bases for teacher ratings.

The data was not used to compare geographical regions of Idaho, schools, classrooms or teachers. Individual student scores were made available only to the classroom teacher having that student in the class.

Results (in more detail)

The data reported is based upon the following numbers of students completing each assessment measure: ITBS - 761 students; SDRT Vocabulary - 934; SDRT Comprehension - 935; QRI II Oral Reading - 936; QRI II Silent Reading - 929; Teacher Rating - 930 (See Figure 1, Page 21). Only a few comparisons will be provided in this brief report, for the data is extensive and the analyses continue at this time.

Figure 2 shows the Total Group Percentages for each Assessment Measure. Approximately 20% percent of all the fourth grade students taking the ITBS scored in the lowest 25 percentile when compared to national norms. Scores on the Stanford vocabulary and comprehension sub-tests were about the same.

So, according to these measures, about one student in five is reading well below grade level.

These scores, for your information, can vary about 5 points in either direction (standard error of measurement). Our sample, therefore, is scoring approximately where all Idaho fourth graders scored on the ITBS this year, which means the sample selected is representative of the whole group.

However, on the QRI II, a much larger percentage of students scored below fourth grade instructional reading level . . .

Oral reading - 60% below grade four; silent reading - 62% below grade four. Teachers' ratings for the entire group (n=930 students) fell somewhere between the ITBS/SDRT and the QRI II. Teachers rated 29% of the students reading below fourth grade.

FIGURE 2
Total Group Percentages for Each Assessment Measure

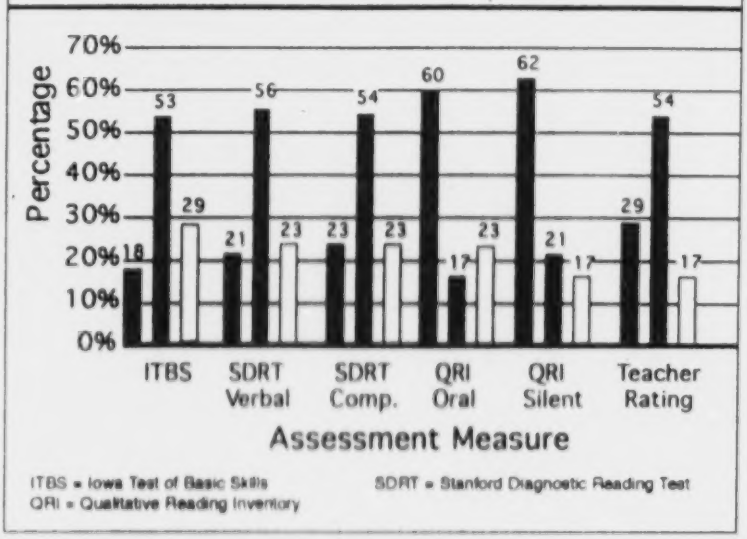


FIGURE 3
Iowa Test of Basic Skills Scores

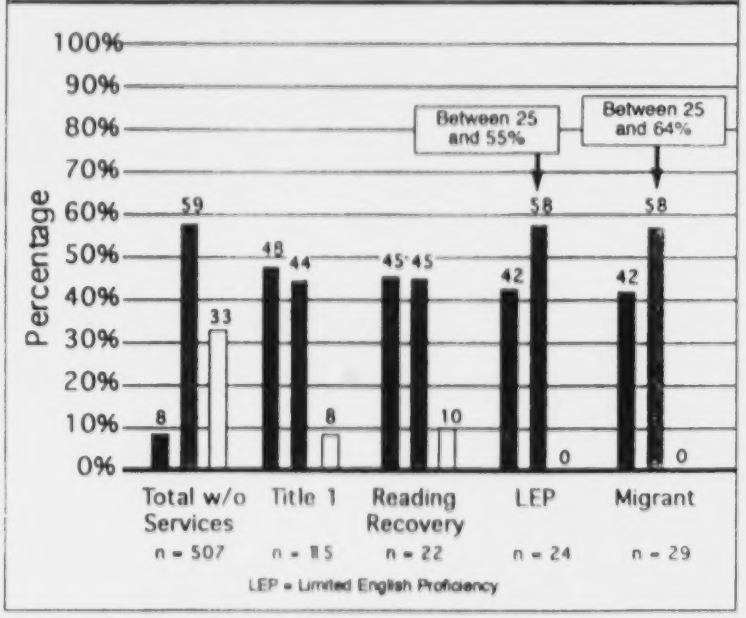


Figure 3 shows ITBS scores comparing students receiving special services with students not receiving those services, minus children in Special Edu-

cation and Gifted and Talented, reveals a more useful profile.

> ***Of the students not needing special services, only 8 percent are reading below the 26 percentile, while nearly half of the children who received/are receiving Title I, Reading Recovery, LEP and Migrant Services score below the 26th percentile.***

Note that while statistically predictive, the numbers of children in the Reading Recovery, LEP and Migrant Services programs are small. None of the LEP or Migrant Services children, some of whom are in both programs, scored above the 56th percentile on the ITBS.

Patterns on the SDRT Comprehension sub-test (See Figure 4) are even more telling, again because the SDRT is diagnostic in character and so has proportionally more items appropriate for lower readers.

> ***Just 11 percent of the children without services scored below the 26th percentile, while from 55 to 76 percent of the children receiving special services scored below the 26th percentile in reading comprehension.***

Interestingly, while the format (multiple choice questions, text available for reexamination by the reader) for the reading comprehension test is similar to that of the ITBS, more students struggled on the SDRT than on the IOWA. However, the fourth grade ITBS is the short form and tends to consistently score students about 5 percentage points higher than the long form of the ITBS given in grades 3, 5, and 7. Taking this difference into account, student profiles on the SDRT and ITBS are similar.

FIGURE 4
Stanford Diagnostic Reading Test (Comprehension)

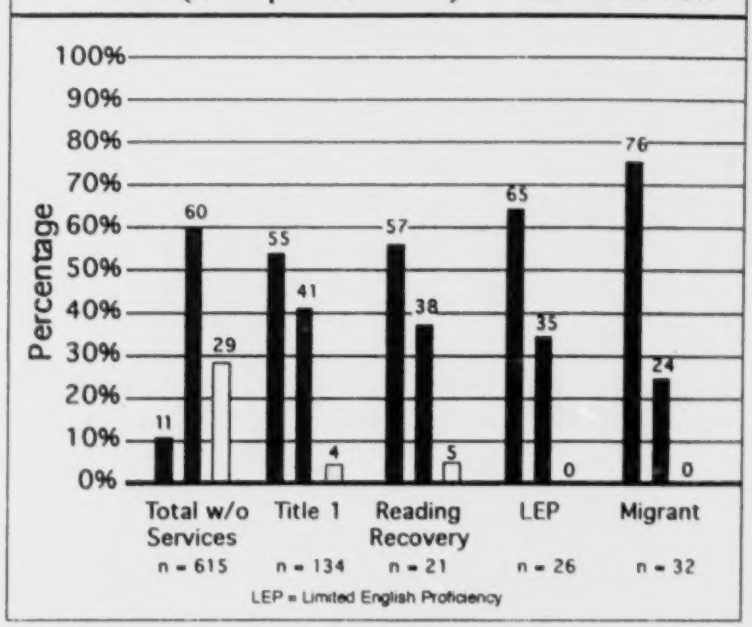
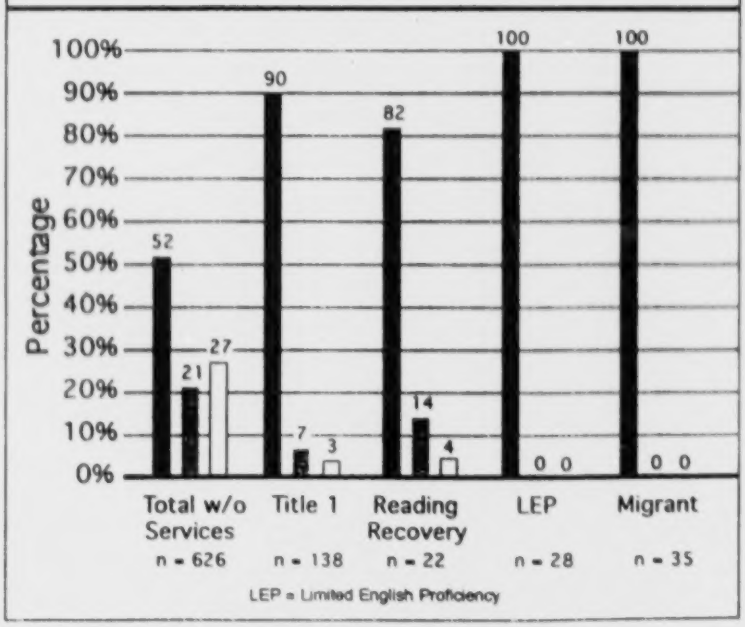


FIGURE 5
Qualitative Reading Inventory Decoding and Comprehension (Oral Reading)

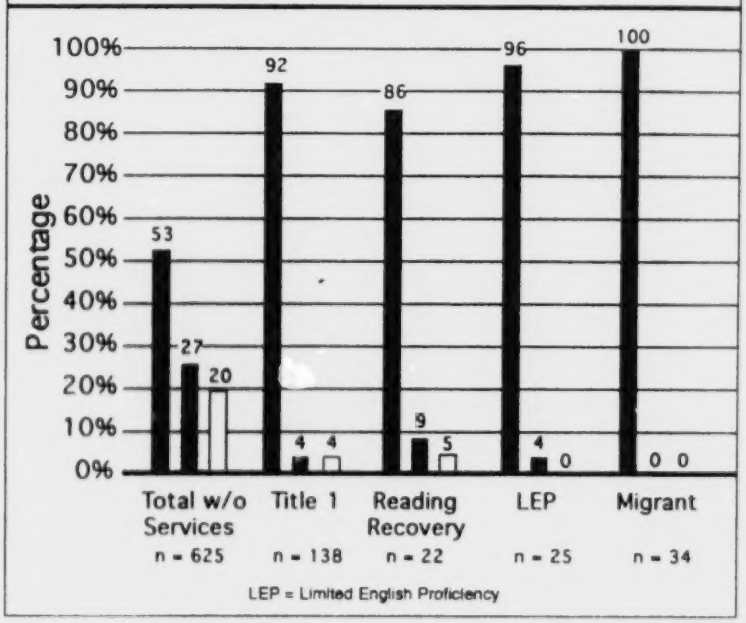


When we look at student scores on the QRI II, however, we get a more negative profile. Unlike the SDRT and ITBS, after reading, the text is removed and students answer open ended questions (8) in their own words. Therefore, they must recall what the passage said and formulate an answer that reflects text information more than their own experience. On the multiple choice items of the SDRT and ITBS, students cannot say what they think, but must pick from among four answer choices; they can also reread or skim the text to find information to pick an answer.

As shown in Figure 5 (previous page), over half of the students not receiving services scored below a fourth grade reading (instructional) level; the percentages of students receiving services scoring below the fourth grade (instructional) level are significantly higher – 100 percent in the case of the LEP and Migrant Services students.

FIGURE 6

Qualitative Reading Inventory Comprehension (Silent Reading)



The pattern on the QRI II silent reading score (Figure 6) are about the same as for oral reading.

Finally, we selected a random sample of 200 students representing the whole fourth grade group assessed. Their scores on the SDRT, ITBS, QRI II and Teacher Ratings mirror those of the larger group of fourth graders tested.

Of the 200 students examined, 155 – or 77.5% – had a higher decoding score than comprehension score, oral or silent. Students decoded on the average at a 4.27 grade level, scored at the 3.26 grade level in oral reading comprehension, and 2.85 silent reading comprehension.

What is interesting is to look at teachers' ratings of students reading below, on and above grade level (rank 1 to 9, low to high) in comparison with these students' scores on the QRI II for oral reading, decoding, oral reading comprehension and silent reading comprehension (See Figure 7, next page)

Comparing students scoring at or above the fourth grade level with students scoring below the fourth grade level, it is interesting that teachers' ratings of how these 200 students are reading maps to how well students are decoding, but is almost the reverse for how students are comprehending. It appears that teachers may be judging their students' reading performance more on how well they decode text than how well they comprehend.

One explanation for students performing so much lower on the QRI II comprehension tests than on the SDRT and ITBS comprehension sub-tests is that students learn to find answers to multiple choice comprehension items by searching the text after reading the test choices. While worksheets are less in evidence than even five years ago, recognition level tasks are often easier than production tasks. Asking students to recall what the text said may prove more difficult.

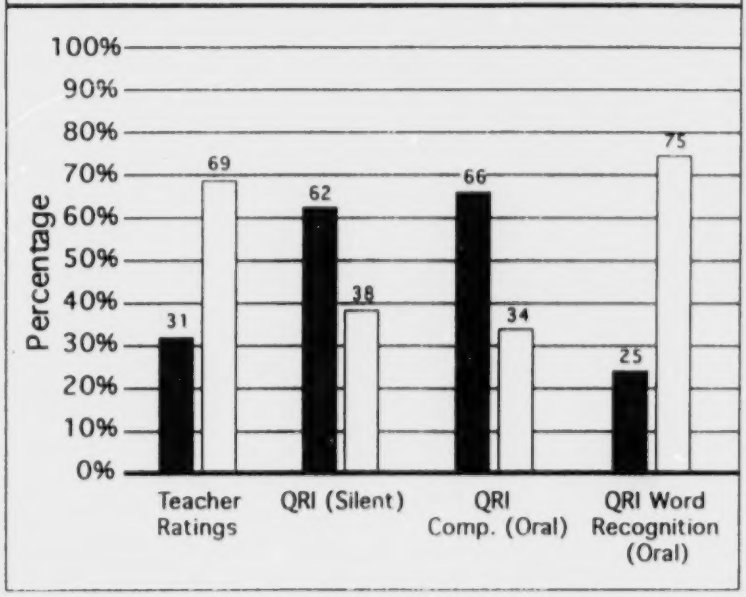
Another explanation is that in many classrooms, reading instruction is literature-based. Students from the first days of school are reading Big Books and children's literature selections that are predominately narrative. They are encouraged to reason critically about the plot, character development, theme and events. They give their opinions about the story, indicate whether they liked it or not, and predict what might occur next. Seldom, it seems, are they expected to render an accurate retelling of the text information from memory.

They also read far more narrative than expository or informational texts because the emphasis in the elementary grades seems to be more on reading for pleasure than to learn. If these observations are valid, then asking students to accurately recall text information from memory is an uncommon task students are unprepared to perform.

Twenty years ago, comprehension questions in basal texts were predominately literal and we noted that students were not successful at answering inferential and critical thinking questions (Hansen, 1983).

Could it be we have erred too far in the opposite direction? We wonder.

FIGURE 7
Random Sample of 200
4th Grade Students



SECTION 7

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Appendix A

Report on Reading Improvement Grant Programs

Critical Components

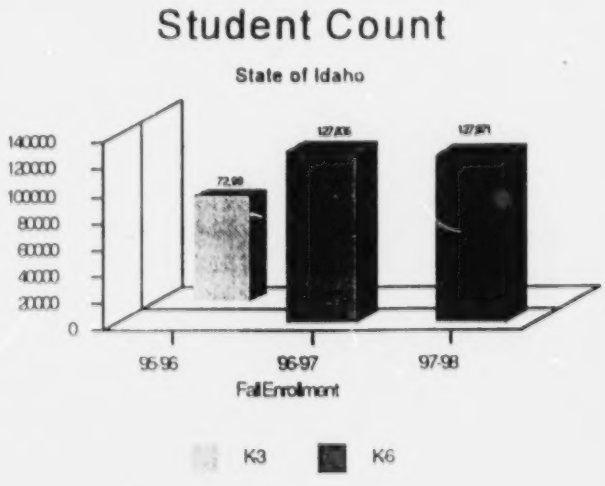
The **General Reading Improvement** funds are intended to support kindergarten through sixth grade reading recovery or other locally developed programs which increase reading skills for students.

The **Reading Improvement with Phonics** funds are intended to support phonics and skills-based in-service instruction as critical components of reading instruction as well as sustained, long-term staff development. The following are examples of possible uses of reading with phonics teacher training funds (Not intended to limit options, districts may select alternatives consistent with stated criteria):

- *Train staff to incorporate phonics into reading instruction;*
- *Provide release time for school-time staff development for phonics teacher training;*
- *Provide stipends for mentor teachers to assist beginning or less-experienced teachers to teach reading with phonics;*
- *Train and/or provide stipends for in-service consultants/facilitators to teach reading with phonics;*
- *Train in-service facilitators using "train-the-trainer" models to teach reading with phonics;*
- *Purchase teacher-requested materials to support in-service training related to teaching reading with phonics;*
- *Train reading recovery teachers to incorporate phonics into their instruction;*
- *Purchase student materials which provide reading with phonics instruction.*

Background

The 1998 Idaho State Legislature allocated $1,000,000 to improve reading instruction for use as follows: $500,000 for reading instruction training for kindergarten through sixth grade teachers which incorporates phonics, and $500,000 to support overall reading skills development of students in grades kindergarten through six. Allocated on a per-pupil basis as determined by each district's kindergarten through sixth grade enrollment as of September 25, 1998, funding for each grant provides approximately $3.91 per pupil for reading with phonics teacher training and an additional $3.91 per pupil *($7.82 total per pupil)* for overall reading skills development programs. *(See the attached 1998-99 Estimated Reading Distribution sheet.)*



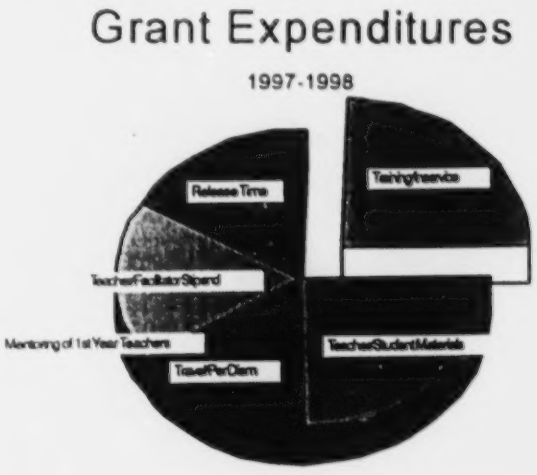
Funding

The State Department of Education has established the following: criteria for school districts to receive K-6 Reading Improvement grant dollars, a pre- and post-evaluation process; and a committee to review grant applications, oversee the program process, as well as provide requested technical assistance. Although many districts receive approval of their applications immediately, the committee requires some districts to rewrite or edit applications in order to meet the prescribed criteria. In addition, the committee contacts all school districts who do not apply to remind them of the opportunity to receive funds. Ultimately, 109 school districts applied for and received 1997-98 Reading Improvement Grant monies. Monies not requested by districts are reallocated to other districts.

Expenditures

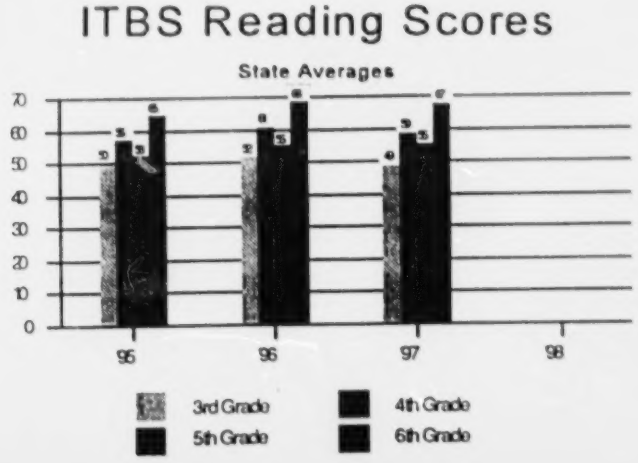
The 1997-98 Reading Improvement evaluation forms submitted to the State Department of Education verify the following: districts' ITBS reading scores are improving, primary teachers are receiving training in reading instruction; and districts have increased parental involvement in the reading process.

Individual districts have also used the allocations to purchase such materials to support staff development related to reading as phonetic readers, reading manipulatives, and books. In addition, some have used allocations to mentor first year teachers. *(See the attached 1997-98 K-6 Reading Improvement Grant Expenditures.)*



Program Accountability

School districts receiving Reading Improvement grant allocations must submit applications which specify how the intent of the legislative language will be met.



Districts are encouraged to use test results as one basis for developing reading curricula that improves gains in student test scores.

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Estimated Reading Distribution 1998-99

	DISTRICT	Col 1 1997-98 Fall Enroll. K-6	Col 2 Reading With Phonics $500,000 $3.907 per Stdnt	Col 3 Teacher Training Reading $500,000 $3.907 per Stdnt	Col 4 Total Reading Grants Col.2 + Col. 3
1	BOISE	14,547	$56,837.09	$56,837.09	$113,674.18
2	MERIDIAN	11,445	44,717.16	44,717.16	89,434.32
3	KUNA	1,269	4,958.15	4,958.15	9,916.30
11	MEADOWS VALLEY	129	504.02	504.02	1,008.04
13	COUNCIL	211	824.41	824.41	1,648.82
21	MARSH VALLEY	797	3,113.99	3,113.99	6,227.98
25	POCATELLO	6,637	25,931.66	25,931.66	51,863.32
33	BEAR LAKE	833	3,254.64	3,254.64	6,509.28
41	ST. MARIES	652	2,547.45	2,547.45	5,094.90
44	PLUMMER/WORLEY	250	976.78	976.78	1,953.56
52	SNAKE RIVER	1,157	4,520.56	4,520.56	9,041.12
55	BLACKFOOT	2,363	9,232.56	9,232.56	18,465.12
58	ABERDEEN	573	2,238.79	2,238.79	4,477.58
59	FIRTH	491	1,918.40	1,918.40	3,836.80
60	SHELLEY	1,060	4,141.56	4,141.56	8,283.12
61	BLAINE CO.	1,572	6,142.02	6,142.02	12,284.04
71	GARDEN VALLEY	172	672.03	672.03	1,344.06
72	BASIN	258	1,008.04	1,008.04	2,016.08
73	HORSESHOE BEND	157	613.42	613.42	1,226.84
82	BONNER CO.	3,008	11,752.66	11,752.66	23,505.32
91	IDAHO FALLS	5,693	22,243.32	22,243.32	44,486.64
92	SWAN VALLEY	47	183.64	183.64	367.28
93	BONNEVILLE	3,834	14,979.96	14,979.96	29,959.92
101	BOUNDARY CO.	864	3,375.76	3,375.76	6,751.52
111	BUTTE CO.	327	1,277.63	1,277.63	2,555.26
121	CAMAS CO.	96	375.08	375.08	750.16
131	NAMPA	5,612	21,926.84	21,926.84	43,853.68
132	CALDWELL	2,963	11,576.84	11,576.84	23,153.68
133	WILDER	315	1,230.75	1,230.75	2,461.50
134	MIDDLETON	1,143	4,465.86	4,465.86	8,931.72
135	NOTUS	173	675.93	675.93	1,351.86
136	MELBA	314	1,226.84	1,226.84	2,453.68
137	PARMA	553	2,160.65	2,160.65	4,321.30
139	VALLIVUE	1,717	6,708.55	6,708.55	13,417.10
148	GRACE	271	1,058.83	1,058.83	2,117.66
149	NORTH GEM	96	375.08	375.08	750.16
150	SODA SPRINGS	559	2,184.09	2,184.09	4,368.18
151	CASSIA CO.	2,666	10,416.42	10,416.42	20,832.84
161	CLARK CO.	111	433.69	433.69	867.38
171	OROFINO	825	3,223.39	3,223.39	6,446.78
181	CHALLIS	366	1,430.01	1,430.01	2,860.02
182	MACKAY	146	570.44	570.44	1,140.88
191	PRAIRIE ELEM.	4	15.63	15.63	31.26
192	GLENNS FERRY	335	1,308.89	1,308.89	2,617.78
193	MOUNTAIN HOME	2,619	10,232.79	10,232.79	20,465.58
201	PRESTON	1,201	4,692.47	4,692.47	9,384.94
202	WEST SIDE	290	1,133.07	1,133.07	2,266.14
215	FREMONT CO.	1,300	5,079.28	5,079.28	10,158.56
221	EMMETT	1,528	5,970.10	5,970.10	11,940.20
231	GOODING	652	2,547.45	2,547.45	5,094.90
232	WENDELL	585	2,285.67	2,285.67	4,571.34
233	HAGERMAN	221	863.48	863.48	1,726.96
234	BLISS	89	347.74	347.74	695.48
241	GRANGEVILLE	940	3,672.71	3,672.71	7,345.42
242	COTTONWOOD	261	1,019.76	1,019.76	2,039.52
251	JEFFERSON CO.	2,092	8,173.73	8,173.73	16,347.46
252	RIRIE	361	1,410.48	1,410.48	2,820.96
253	WEST JEFFERSON	360	1,406.57	1,406.57	2,813.14

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05-Jan-99

Estimated Reading Distribution 1998-99

	DISTRICT	Col 1 1997-98 Fall Enroll. K-6	Col 2 Reading With Phonics $500,000 $3.907 per Stdnt	Col 3 Teacher Training Reading $500,000 $3.907 per Stdnt	Col 4 Total Reading Grants Col 2 + Col. 3
261	JEROME	1,602	6,259.23	6,259.23	12,518.46
262	VALLEY	370	1,445.64	1,445.64	2,891.28
271	COEUR D'ALENE	4,651	18,172.09	18,172.09	36,344.18
272	LAKELAND	2,057	8,036.98	8,036.98	16,073.96
273	POST FALLS	2,358	9,213.02	9,213.02	18,426.04
274	KOOTENAI	158	617.33	617.33	1,234.66
281	MOSCOW	1,299	5,075.37	5,075.37	10,150.74
282	GENESEE	193	754.08	754.08	1,508.16
283	KENDRICK	202	789.24	789.24	1,578.48
285	POTLATCH	309	1,207.30	1,207.30	2,414.60
286	WHITEPINE	368	1,437.83	1,437.83	2,875.66
291	SALMON	671	2,621.69	2,621.69	5,243.38
292	SOUTH LEMHI	85	332.11	332.11	664.22
302	NEZPERCE	119	464.95	464.95	929.90
304	KAMIAH	332	1,297.17	1,297.17	2,594.34
305	HIGHLAND	125	488.39	488.39	976.78
312	SHOSHONE	244	953.34	953.34	1,906.68
314	DIETRICH	92	359.46	359.46	718.92
316	RICHFIELD	98	382.90	382.90	765.80
321	MADISON	2,127	8,310.48	8,310.48	16,620.96
322	SUGAR-SALEM	680	2,656.85	2,656.85	5,313.70
331	MINIDOKA CO	2,442	9,541.22	9,541.22	19,082.44
340	LEWISTON	2,637	10,303.12	10,303.12	20,606.24
341	LAPWAI	317	1,238.56	1,238.56	2,477.12
342	CULDESAC	120	468.86	468.86	937.72
351	ONEIDA	491	1,918.40	1,918.40	3,836.80
363	MARSING	387	1,512.06	1,512.06	3,024.12
364	PLEASANT VALLEY	14	54.70	54.70	109.40
365	BRUNEAU GR-VIEW	288	1,125.25	1,125.25	2,250.50
370	HOMEDALE	644	2,516.20	2,516.20	5,032.40
371	PAYETTE	1,064	4,157.19	4,157.19	8,314.38
372	NEW PLYMOUTH	517	2,019.99	2,019.99	4,039.98
373	FRUITLAND	715	2,793.60	2,793.60	5,587.20
381	AMERICAN FALLS	872	3,407.02	3,407.02	6,814.04
382	ROCKLAND	81	316.48	316.48	632.96
383	ARBON ELEM	19	74.24	74.24	148.48
391	KELLOGG	822	3,211.67	3,211.67	6,423.34
392	MULLAN	85	332.11	332.11	664.22
393	WALLACE	355	1,387.03	1,387.03	2,774.06
394	AVERY	30	117.21	117.21	234.42
401	TETON CO	659	2,574.80	2,574.80	5,149.60
411	TWIN FALLS	3,751	14,655.66	14,655.66	29,311.32
412	BUHL	772	3,016.31	3,016.31	6,032.62
413	FILER	672	2,625.59	2,625.59	5,251.18
414	KIMBERLY	620	2,422.42	2,422.42	4,844.84
415	HANSEN	203	793.15	793.15	1,586.30
416	THREE CREEK	6	23.44	23.44	46.88
417	CASTLEFORD	187	730.63	730.63	1,461.26
418	MURTAUGH	145	566.53	566.53	1,133.06
421	McCALL DONNELLY	588	2,297.40	2,297.40	4,594.80
422	CASCADE	182	711.10	711.10	1,422.20
431	WEISER	860	3,360.14	3,360.14	6,720.28
432	CAMBRIDGE	127	496.21	496.21	992.42
433	MIDVALE	49	191.45	191.45	382.90
	TOTALS	127,971	$500,000.00	$500,000.00	$1,000,000.00

Kindergarten through Sixth Grade
Reading Improvement With Phonics Grant Expenditures
1997-1998

1998 ITBS Scores are not available at this time.

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
1 Boise	57,331.27			X	X		Lightspan Project Software	69		√
2 Meridian	42,198.60	Reading Assessment ELIC Linking Literature and Phonics Writing Road to Reading Spelling and Phonics Workshops	X	X	X	X		73		√
3 Kuna	4,865.61	Literature Links I & II Reading Improvement with Phonics					Literacy Links I & II Reading Improvement with Phonics	52		√
11 Meadows Valley	473.26	BERS Literacy Workshop: "Strengthening Your Reading Instruction"	X				Reading Recovery Books	56		√
13 Council	825.28	Reading Recovery Methods Engaged Learning Strategies Phonics For All Ages	X	X	X			25		√
21 Marsh Valley	3,281.55	Incorporating Phonics into Spelling		X		X	Cross-Curricular Phonics Videos and Teachers' Manuals	53		√
25 Pocatello	26,408.84	Three-Semester Phonics Course		X			Phonics Course Manuals Students' Phonetics Books Teachers' Textbooks	54		√
33 Bear Lake	3,500.58	Teacher Training Reading Recovery	X					37		√
41 St Maries	2,561.88						Teacher Sutdy Group Texts Classroom Libraries Discover Intensive Phonetics	46		√
44 Plummer/ Worley	1,087.33		X					25		√

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District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 *NA*	
52 Snake River	4,595.73	Dr. Mary Howard Seminar R. C. Owens Literacy Institute		X		X		48		✓
55 Blackfoot	9,641.26	Balanced Reading Literature and Reading in the Content Areas Authentic Reading Assessment	X	X	X	X		37		✓
58 Aberdeen	2,151.19	Reading Recovery Spalding Phonics		X		X	Spaulding Videos Spaulding Materials	38		✓
59 Firth	2,022.12	Phonics Inservice	X	X			Modern Curriculum Press Phonics Workbooks	55		✓
60 Shelley	4,231.98	Reading Recovery Discover Intensive Phonics					Classroom & Library Books Reading Recovery Student Assessment Materials STAR	69		✓
61 Blaine County	6,082.01	Lindamood-Bell Reading Training Reading Recovery	X	X			Student Reading Materials	69		✓
71 Garden Valley	614.07	Spaulding's "Writing Road to Reading"					Accelerated Reader Books	48		✓
72 Basin	1,138.18	BERS "Strengthening Your Reading Instruction"	X				Teaching Reading with Phonics	27		✓
73 Horseshoe Bend	586.69	Reading Recovery						55		✓
82 Bonner County	12,250.07	Reading Recovery Western Reading Recovery and Literacy Conference		X		X		52		✓
91 Idaho Falls	22,215.96	Frameworks		X			Frameworks Phonics They Use (Teacher Resource Book)	61		✓
92 Swan Valley	191.65	Opted not to apply for Reading Improvement with Phonics Grant funds						62		NA
93 Bonneville	15,089.65	Phonics Inservice	X	X			Supportive Handbooks and Related Materials Consumable Student Materials	57		✓

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
101 Boundary County	3,606.18	Early Literacy Conference				X		64		√
111 Butte County	1,255.51	(will apply soon)						72		√
121 Camas County	406.77	Reading Recovery	X			X	Phonics-Based Curriculum Additional Phonics-Based Materials	55		√
131 Nampa	20,377.67	Reading Connectors Team Two-Day Workshops: Running Records, Miscue Analysis, Comprehension/Retention, and Assesssment	X				Workshop Materials	42		√
132 Caldwell	11,522.58	Graduate Course: Reading in the Trenches	X	X			Sylvaroli Teachers' Manuals Reading Incentives Graduate Reading Course Textbooks	39		√
133 Wilder	1,189.02	Phonics College Course		X				5		√
134 Middleton	4,122.47	No application						38		√
135 Notus	1,684.47	Reading Recovery Class for Paraprofessionals Reading Recovery Conference				X	Reading Recovery Materials Reading Recovery Textbooks	44		√
136 Melba	1,192.93	Phonemic Spelling		X	X		K- 2 Phonics Instruction Materials Accelerated Reader Materials	71		√
137 Parma	2,123.81					X	Phonics Materials	27		√
139 Vallivue	6,637.41	Teacher "Success for All" Training					Accelerated Reader Software and Books	61		√
148 Grace	1,114.71	K- 3 Phonics Inservice				X	(2) Phonics Trays and Sets (4) Magnetic Boards Ken Thomason books	56		√
149 North Gem	391.13	K-3 Phonics Instruction Methods		X				69		√

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District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 *NA*	
150 Soda Springs	2,393.69	Discover Intensive Phonics (will call back soon)				X	Discover Intensive Phonics Materials	53		√
151 Cassia County	10,642.54	Reading Recovery Workshop METRA Phonics Scholastic Phonics Corner ELIC Training	X				Scholastic Phonics Chapter books Reading Recovery books	37		√
161 Clark County	422.42	Effective Use of Phonics Incorporating Phonics Into A Whole Language Classroom	X	X	X	X	Inservice Materials	1		√
171 Orofino	3,340.22	Reading Recovery Creating World Class Readers Workshop	X					68		√
181 Challis	1,634.91	Inservice Training: METRA Phonics, Montery Reading, Distar, and SRA Language	X	X				61		√
182 Mackay	496.73	Phonics Training	X	X		X		50		
191 Prairie	27.38	Opted not to apply for Reading Improvement with Phonics Grant funds.	X	X		X		57		NA
192 Glenns Ferry	1,462.81						K- 4 Reading with Phonics Student Materials	40		√
193 Mountain Home	9,883.76	Visual Phonics Rigby Workshops	X	X	X	X	Phonics Phacts (K. Dodman) Read and Retell (H. Brown & B. Cambourne) "Phonics in Literature-based Classroom" (video)	49		√
201 Preston	4,595.73	Saxon Phonics Training	X	x	X		Discover Intensive Phonics Saxon Phonics	53		√
202 West Side	1,095.15	Reading Recovery					Accelerated Reader books and disks STAR Inservice Materials	59		√
215 Fremont County	5,131.57	Reading Recovery	X				Reading Recovery Materials	43		√
221 Emmett	5,956.85	Discover Intensive Phonics Zoo Phonics	X	X		X	Discover Intensive Phonics Classroom library books	38		√

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 *NA*	
231 Gooding	2,378.05	Reading Recovery	X	X			Magnetic Boards and Letters Books and Materials	32		√
232 Wendell	2,205.95	Second Grade Reading Workshop		X			ADD Materials Videos and Cds	25		√
233 Hagerman	809.63	Phonics Instruction					(2) ADD Kits Teachers' Resource Books Training Video	30		√
234 Bliss	363.75	BERS "Strengthening Your Reading Instruction"	X			X		22		√
241 Grangeville	3,762.63						(16) "Discover Intensive Phonics for Yourself" Software Packages	65		√
242 Cottonwood	1,134.27	Reading Recovery	X			X		64		√
251 Jefferson County	8,033.73	Discover Instensive Phonics First Steps	X			X	Discover Intensive Phonics	49		√
252 Ririe	1,388.50	Phonics Instruction		X	X		Phonics Support Materials	66		√
253 West Jefferson	1,478.46	Reading Recovery	X	X	X	X	Supplementary Phonics Materials	48		√
261 Jerome	6,504.43	Reading Recovery		X	X		Upgrade "Wiggle Works" Inservice Materials	40		√
262 Valley	1,501.92	Reading Recovery					Reading Recovery	28		√
271 Coeur d'Alene	17,776.68		X	X			Sixth Grade Reading Materials Supplemental Phonics and Spelling Materials	67		√
272 Lakeland	7,544.82	Summer workshops for teachers		X		X	Vo Wac Phonics/Spelling Instructional Materials	52		√
273 Post Falls	9,058.48	Reading in the Content Area Reading Recovery in the Classroom Strategies for Enhancing Reading	X	X	X		Phonics Kits	49		√
274 Kootenai	633.62	Fun With Phonics Materials Spelling Strategies that Work					Touch Phonics Set Phonics Books, 4 Manipulative Reading and Spelling Books	76		√

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 *NA*	
281 Moscow	5,370.16	Reading Recovery Materials Western Reading Recovery Conference "Phonics Made Easy"		X			Reading Recovery Materials Guided Reading Books "Phonics Made Easy" Cds	87		
282 Genesee	688.38		X				Phonics Workbooks	68		√
283 Kendrick	887.86		X	X			Analyze, Align, and Assess Target Reading/Phonics Skills with State Scope and Sequence	82		√
285 Potlatch	1,298.54	Reading Recovery Convention Lewiston Literacy Conference						47		√
286 Whitepine	1,419.79	Opted not to apply for Reading Improvement with Phonics Grant funds.						65		NA
291 Salmon	2,690.95	Literacy in the Classroom		X		X		54		√
292 South Lemhi	352.01	Reading Workshops	X				Phonics Workbooks	22		√
302 Nezperce	473.26						Accelerated Reading Books and Reference Books	63		√
304 Kamiah	1,388.50	Reading Success for At-risk Children (K-6)				X				√
305 Highland	555.40	Literacy Learning Institute						75		√
312 Shoshone	876.12						Discover Intensive Phonics Kits Justin's Learning Spelling Software	38		√
314 Dietrich	371.57	J & J Language Program	X	X			(2) Sporis' Language with Phonics Sets	40		
316 Richfield	387.21	Intensive Phonics Workshops		X			Intensive Phonics Manuals Workshop Materials	20		√
321 Madison	16,881.00		X	X	X	X	Instructional Materials for Inservice Trainers Develop and Publish a Phonics Spelling Pattern Book	63		√
322 Sugar-Salem	2,651.84	Reading Recovery		X				62		√

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
331 Minidoka County	10,087.14	Phonics Inservice	X	X	X		Phonics Software, Books, Mini-books, Grade Books, and Activity Packets	33		√
340 Lewiston	10,216.21	Running Record Learning Network Summer Institute					Teachers' and Students' reading Materials	57		√
341 Lapwai	1,189.02	Reading Recovery						22		
342 Culdesac	496.73	Reading Success for At-risk Children (K-6)	X			X		53		√
351 Oneida County	1,893.05	Reading Recovery						51		√
363 Marsing	1,509.75	Reading with Phonics Literacy Learning in the Classroom Literacy Links I						29		√
364 Pleasant Valley	62.58						Phonics Instructional Materials	69		√
365 Bruneau-Grand View	1,255.51	Reading with Phonics Conference	X				X	11		√
370 Homedale	2,565.79		X				Action Reading Materials Accelerated Reader Books and Disks	44		
371 Payette	4,235.90							32		√
372 New Plymouth	2,069.06	Reading Recovery Conference		X			Reading Recovery Student Materials	51		√
373 Fruitland	2,780.91						Student Reading Materials at Emergent Level	43		√
381 American Falls	3,660.94	Inclusion Training Reading with Phonics Emphasis Assessment and Evaluation						34		
382 Rockland	301.17	Intensive Phonics	X			X	Intensive Phonics Kits and Related Materials	60		√
383 Arbon	62.58						Reading Support	28		√

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
391 Kellogg	3,175.94	Wright Group Workshops		X			AGC Phonics in Context Kits The Way Words Work	43		√
392 Mullan	340.28							21		
393 Wallace	1,548.86	Reading Recovery					Reading Recovery	50		√
394 Avery	89.96		X				Student and Teacher Phonics Materials	38		
401 Teton County	2,655.75		X	X			Saxon Phonics Literacy Place Phonics	72		√
411 Twin Falls	14,604.65	Discover Intensive Phonics Training	X	X			Supplemental Reading and Phonics Materials STAR Assessment CAT (Northwest Evaluation Assoc.)	54		√
412 Buhl	3,207.23	Creating World Class Readers Wright Group Workshop Lindamood-Bell Program Reading Recovery		X		X	Reading Renaissance Accelerated Reader	53		√
413 Filer	2,589.25		X	X			Student Phonics Books	42		√
414 Kimberly	2,511.03	Reading Recovery						57		√
415 Hansen	821.36	Intensive Phonics	X	X			Intensive Phonics Kits & Related Material STAR Program Accelerated Reader Books	27		√
416 Three Creek	35.20						Student Support Materials	1		
417 Castleford	684.47	Reading Recovery				X	Rigby Starter Books	37		√
418 Murtaugh	578.87	Reading Recovery	X	X			McCracken Phonics Literature Sets CIRC Program Wright Group materials Accelerated Reader Alphabet Materials	56		√

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 *NA*	
421 McCall-Donnelly	2,374.14	Strengthening Your Reading Instruction		X			"Discovery" Phonics and Support Materials Hooked on Phonics SRA Alphabet Books Emergent and Beginning Reader Books and Materials	74		
422 Cascade	829.19						Phonetic-Based Books	49		√
431 Weiser	1,340.22						Accelerated Reader Books and Tests Wright Group Books Rigby PM Starter	17		√
432 Cambridge	512.38					X	Spalding Phonics Cards and Related Items	61		
433 Midvale	234.68						Accelerated Reader Tests	9		√

Kindergarten through Sixth Grade
General Reading Improvement Grant Expenditures
1997-1998

1998 ITBS Scores are not available at this time.

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
1 Boise	57,331.27	Summer Phonics Institute			X		Waterford Early Reading Program Software Summer Phonics Institute Reading Workshop Supplies	69		√
2 Meridian	42,198.60	Reading Recovery	X				Rigby Literacy Group	73		
3 Kuna	4,865.61	Literacy Links I & II	X				Literacy Links I & II	52		
11 Meadows Valley	473.26	BERS Workshop Literacy Workshop	X				Miscellaneous Supplies	56		
13 Council	825.28	Western Regional Reading Recovery Conference						25		
21 Marsh Valley	3,281.55						Phonics Seminar handbooks and sourcebooks	53		
25 Pocatello	26,408.84	(2) BERS Workshops		X			77 textbooks for teachers Student reading materials	54		
33 Bear Lake	3,500.58	Reading Recovery Training Aide Involvement/Training	X	X				37		
41 St Maries	2,561.88	Intermediate Reading Skills Workshops	X				Resource Books	46		
44 Plummer/ Worley	1,087.33	Open Court Curriculum Inservice	X					25		
52 Snake River	4,595.73	Richard C. Owens Literacy Institute		X				48		

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
55 Blackfoot	9,641.26			X			Saxon Phonics Open Court Phonics Accelerated Reading Books Rigby and Wright Books	37		
58 Aberdeen	2,151.19	Spalding Writing Road to Reading					Phonics Materials	38		
59 Firth	2,022.12	"Helping Students Become More Successful Readers & Writers"				X	Reading Recovery books	55		✓
60 Shelley	4,231.98	Reading Recovery Intensive Phonics					Classroom and library books STAR Program Reading Recovery & Assessment	69		
61 Blaine County	6,082.01	Lindamood-Bell Reading Training Reading Recovery	X	X			Student Reading Materials	69		
71 Garden Valley	614.07						Accelerated Reader Books and Test Disks	48		
72 Basin	1,138.18	Teacher Training - BSU Professor					Teacher Materials	27		
73 Horseshoe Bend	586.69						Accelerated Reader Materials	55		✓
82 Bonner County	12,250.07	ELIC Frameworks LLIFE Diagnostic Survey			X		Reading Support Materials Resource Library Books	52		
91 Idaho Falls	22,215.96	Effective Reading Techniques		X			H/M Early Success Phonics Teachers Handbooks Model Sites	61		
92 Swan Valley	191.65	Opted not to apply for General Reading Improvement Grant funds.						62		NA
93 Bonneville	15,089.65	Reading Recovery Strengthening Reading Instruction	X	X			Handbooks and Other Teacher Materials	57		
101 Boundary County	3,606.18	Literacy Development Workshops Reading Recovery Conference		X		X	Parent Handbooks & Facilitator's with Manual: Readers, Writers, & Parents... Learning Together Supplemental Readers	64		

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
111 Butte County	1,255.51							72		
121 Camas County	406.77		X			X	Accelerated Reader Program	55		
131 Nampa	20,377.67	Reading Connectors Team Workshop	X	X				42		
132 Caldwell	11,522.58	Assessment Planning Workshop Reading in Trenches Course	X	X			Teachers' textbooks	39		
133 Wilder	1,189.02	Language Arts Curriculum Development	X				Scholastic's "Wiggle Works" Modern Curriculum Press Caxton's: Phonics They Use	5		
134 Middleton	4,122.47					X		38		
135 Notus	1,684.47	Reading Recovery Conference				X	Textbooks	44		
136 Melba	1,192.93	Phonemic Spelling		X	X		Accelerated Reader	71		
137 Parma	2,123.81			X	X			27		
139 Vallivue	6,637.41	"Success for All" Reading Instruction Training	X			X		61		
148 Grace	1,114.71	Visiting Author Presentation: Reading/Writing Workshops						56		
149 North Gem	391.13	Discover Intensive Phonics					Silver Burdett Readables Discover Intensive Phonics	69		
150 Soda Springs	2,393.69	Summer School Support					Accelerated Reader Books and Disks STAR's Testing Program	53		
151 Cassia County	10,642.54	Wright Group Workshops Early Childhood Reading Project (NAEYC) Development of District Instructional Model to Teach Reading	X		X			37		

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
161 Clark County	422.42	Reading Inservice Training	X	X	X	X	Effective Reading Strategies Accelerated Reader Cooperative and Integrated Reading Comprehension	1		
171 Orofino	3,340.22	Reading Recovery Creating World Class Readers Workshop	X	X		X		68		
181 Challis	1,634.91	METRA Monterey Reading I & II Distar SRA	X	X			Phonics Materials	61		
182 Mackay	496.73	Incorporating Content Area Instruction into Reading via Technology	X			X		50		
191 Prairie	27.38	Opted not to apply for General Reading Improvement Grant funds.						57		NA
192 Glenns Ferry	1,462.81						Accelerated Reader Books and Tapes	40		
193 Mountain Home	9,883.76	Reading Renaissance Accelerated Reader STAR	X			X	Reading Renaissance	49	/	
201 Preston	4,595.73	Reading Recovery	X		X	X	Reading Recovery Accelerated Reader	53		
202 West Side	1,095.15						Accelerated Reader STAR Inservice Materials	59		
215 Fremont County	5,131.57	Reading Recovery		X				43		
221 Emmett	5,956.85	LLIFE Class: Literacy and Learning	Accelerated Reader Rigby Books	X	X			38		
231 Gooding	2,378.05	Guided Reading	X				Reading Charts Remedial Reading Supports SRA Phonics Workbooks	32		
232 Wendell	2,205.95	Reading with Phonics Reading Recovery Reading Workshop					Reading Support Materials	25		

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
233 Hagerman	809.63	Accelerated Reader Reading Recovery STAR 50		X			Accelerated Reader Expansion Disk, Software, and Books	30		√
234 Bliss	363.75	BERS' "Strengthening Your Reading Instruction"	X			X		22		
241 Grangeville	3,762.63	Reading Success for At-Risk Children: Ideas That Work	X	X		X	Reading Horizons Reading Success: Ideas That Work Video Journals	65		
242 Cottonwood	1,134.27						STAR Program Accelerated Reader Books and Disks	64		
251 Jefferson County	8,033.73	Reading Renaissance	X				Reading Recovery	49		
252 Rifle	1,388.50	Phonics, Accelerated Reader, and Skills Bank Programs		X			STAR Program Accelerated Reader Skills Bank Reading and Language Arts	66		
253 West Jefferson	1,478.46	Saxon Phonics Training Reading Renaissance	X	X	X	X	Phonics Support Reading Renaissance	48		
261 Jerome	6,504.43	Reading Renaissance	X	X	X			40		
262 Valley	1,501.92	Wright Group Workshops Rigby Group Workshops BERS Workshops Spelling with Phonics	X	X			Parent Support: Pre-Reading Materials	28		
271 Coeur d'Alene	17,776.68	Phonemic Awareness Phonics Instruction Remedial Reading Strategies	X	X			Library, Spelling, and Phonics Support Materials	67		
272 Lakeland	7,544.82	Best Reading Practices: Teaching, Assessing and Diagnosing Developing Materials		X		X	Instructor Materials	52		
273 Post Falls	9,058.48	Reading Recovery Reading in Content Area Reading/Phonics Enhancement Guided Reading	X	X	X		Phonics Kits Guided Reading Staff Development Books	49		

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
274 Kootenai	633.62	Supporting Emergent, Early, and Fluent Readers Reading/Writing Across Curriculum Guided Reading Increasing Spelling Achievement Phonics Instruction					Literature Books for Reading Group Instruction	76		
281 Moscow	5,370.16	Teacher Workshops: Reading, Writing, Spelling, and Phonics	X				Phonics and Phonemic Awareness Videos Parental Support Materials	87		
282 Genesee	688.38	Literacy Learning in the Classroom						68		
283 Kendrick	887.86		X				Curriculum Needs and Services	82		
285 Potlatch	1,298.54	Reading Recovery Early Literacy	X				Readers	47		
286 Whitepine	1,419.79	Opted not to apply for General Reading Improvement Grant funds						65		NA
291 Salmon	2,690.95	Literacy in the Classroom		X		X	Accelerated Reader	54		
292 South Lemhi	352.01	Reading Workshops	X				Phonics Workshopss	22		
302 Nezperce	473.26	(coming soon!)					Accelerated Reader Books and Reference Books	63		
304 Kamiah	1,388.50	Reading Success	X	X		X				
305 Highland	555.40	Literacy Learning Conference						75		
312 Shoshone	876.12		X	X			Accelerated Reading Discover Intensive Phonics	38		
314 Dietrich	371.57	J & J Language Program	X	X			J & J Language Program	40		
316 Richfield	387.21	Parent Workshops		X			Parent Workshop Supplies and copy costs	20		
321 Madison	16,881.00	Reading Recovery Phonics for Administrators Parent Inservice: Phonics		X			Prepare video Scholastic Phonics Administrators texts	82		

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
322 Sugar-Salem	2,651.84						Accelerated Reader software and books	62		
331 Minidoka County	10,087.14	Reading Renaissance	X	X			Accelerated Reader software and books Language Arts/Reading support	33		
340 Lewiston	10,216.21	Running Records Reading/Writing Process Learning Network Training	X	X			Reading Materials	57		
341 Lapwai	1,189.02	U of I Professor, Georgia Johnson"s "High Risk Students"		X		X		22		
342 Culdesac	496.73	Reading Success For At-Risk Children: Ideas That Work	X			X		53		
351 Oneida County	1,893.05	Reading Recovery	X			X	Reading Recovery	51		
363 Marsing	1,509.75	Literacy Conference Links I and Seminar Reading with Phonics					Listening Skills Workbooks Books Instructional Reading Supplies	29		
364 Pleasant Valley	62.58						Phonics Instructional Materials	69		
365 Bruneau-Grand View	1,255.51	Conference Title I/Migrant/ESL Training	X	X			Supportive Reading Materials	11		
370 Homedale	2,565.79	Running Records	X	X			Accelerated Reader Books and Disks	44		
371 Payette	4,235.90	Accelerated Reader I & II						32		√
372 New Plymouth	2,069.06	Phonics Training Reading Instruction		X	X		Accelerated Reader Books and Supplies	51		
373 Fruitland	2,780.91	Reading Renaissance ICIRA Fall conference New Reading Program Phonics Training	X					43		
381 American Falls	3,660.94	Inclusion Training Reading with Phonics Emphasis Assessment and Evaluation	X	X				34		

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 NA	
382 Rockland	301.17	Reading Recovery Wright Group Workshops		X		X	Accelerated Reader Software, Books and Incentives	60		
383 Arbon	62.58						Reading Support	28		
391 Kellogg	3,175.94	Reading Recovery Wright Group		X			Accelerated Reader and Supplemental Materials	43		
392 Mullan	340.28		X		X		Student Reading Supplies	21		
393 Wallace	1,548.86	Reading Recovery and Early Literacy				X	Reading with Phonics Instructional Support	50		
394 Avery	89.96		X				Student and Teacher Phonics Materials	38		
401 Teton County	2,655.75		X				Wiggle Works Scholastic Literacy Place	72		
411 Twin Falls	14,604.65	Wright Group Development of Assessment Program	X	X			Supplemental Reading Supplies	54		
412 Buhl	3,207.23	Reading Renaissance Reading Recovery				X	Lindamood-Bell Program	53		
413 Filer	2,589.25	Teacher Workshops Reading Instruction through Writing Workshops		X			Instructional Materials	42		
414 Kimberly	2,511.03	Reading Recovery	X					57		
415 Hansen	821.36	Discover Intensive Phonics	X				STAR Program Accelerated Reader Books and Disks	27		
416 Three Creek	35.20						Students Supports	1		
417 Castleford	684.47	Lindamood-Bell Learning Process	X					37		
418 Murtaugh	578.87 73	Reading Recovery	X	X			McCracken Phonics Literature Sets CIRC Program Wright Group Materials Accelerated Reader Alphabet Materials	56 76		

District	Amount of Grant	Training/Inservice	Release Time	Teacher/Facilitator Stipend	Mentoring of First Year Teachers	Travel/ Per Diem	Teacher/Student Materials	ITBS Reading Scores		Eval Rec'd
								5th 97	6th 98 *NA*	
421 McCall-Donnelly	2,374.14						Spelling/Phonics Materials (5) Literature Sets and Games Wright Group Materials Accelerated Reader Disks & Books Novels and ABC Materials	74		
422 Cascade	829.19						Reading Inventory Novels Wright Group	49		
431 Weiser	3,340.22						Accelerated Reader Tests and Books	17		
432 Cambridge	512.38						STAR Windows School-Wide Kit	61		
433 Midvale	234.68						Riggs Institute Spalding Phonics	9		

Appendix B

Comprehensive Literacy Plan – Grades K-3

The Lee David Pesky Center
for Learning Enrichment

COMPREHENSIVE LITERACY PLAN
GRADES K - 3
FOR THE STATE OF IDAHO

December 3, 1998

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COMPREHENSIVE LITERACY PLAN 2

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COMPREHENSIVE LITERACY PLAN
GRADES K-3
FOR THE STATE OF IDAHO

"Writing and Reading Give You A Life."
Fourth Grade Student

In testimony given by Dr. Reid G. Lyon, acting Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development (NICHD), before the Committee on 'Education and the Workforce in the U.S. House of Representatives on July 10th 1998, Dr. Lyon stated:

> The psychological, social, and economic consequences of reading failure are legion. It is for this reason that the NICHD considers reading failure to reflect not only an educational problem, but a significant public health problem as well.

Because reading failure has major, far reaching consequences, the federal government has spent over $100 million dollars in the past 30 years in research to understand both the causes and consequences of reading problems and related cognitive difficulties. The research shows that children who fall behind do not catch up or become fluent readers; i.e., fewer than 1 student in 8 who is failing to read by the end of 1st grade ever catches up to grade level. The economic and social consequences of illiteracy are well documented in the research literature.

A study completed in Idaho in 1997 of a sample of 4th grade students (Dr. George Canney of the University of Idaho) revealed that 18 to 21 percent were reading below grade level on the Iowa Test of Basic Skills and the Stanford Diagnostic Reading Test. On the Qualitative Reading Inventory 60% of the 4th grade sample scored below grade level in oral reading comprehension. Indeed, as stated in the report to the Idaho State Board of Education in February, 1998: "Massive amounts of research have been conducted... We do not need more research. What we do need is an action plan to help solve this literacy dilemma."

A large body of scientifically sound, replicated research over the past 25 years explains how children learn to read and the nature of reading itself. These studies have come from many different research fields; i.e., education, cognitive psychology, educational psychology, medicine, neuropsychology and developmental linguistics. We know that reading is the product of ***decoding*** (the ability to decipher words represented by print) and ***comprehension*** (the ability to use background knowledge and linguistic knowledge to make sense out of a message). Consequently, effective reading instruction must, from the very beginning, include and nurture these two basic areas of reading - decoding and comprehension.

In studying over 10,000 children over the past 15 years, NICHD and the US Office of Education research has documented the necessary components of effective beginning reading instruction:

⇒ create appreciation for the written word
⇒ develop awareness of printed language and the writing system
⇒ teach the alphabet
⇒ develop students' phonological awareness
⇒ teach the relationship between sounds and letters
⇒ teach children how to sound out words
⇒ teach children how to spell words
⇒ help children develop fluent, reflective reading

This research also tells us that for 85 to 90 percent of poor readers, prevention and early intervention programs that combine instruction in phoneme awareness, phonics, spelling, reading fluency and reading comprehension strategies ***(provided by well trained teachers)*** can increase reading skills to average reading levels. The research also indicates that if early intervention is delayed until 9 years of age - the time that most children with reading difficulties first receive assistance - approximately 75 percent of these students will continue to have difficulties learning to read throughout high school and their adult years.

NICHD supported prevention and early intervention studies in Texas, Florida and New York (as well as other National Institute of Health NIH supported research programs) all confirm the importance of early identification and intervention with children at risk for reading failure.

We know how children learn to read. We know what combination of instructional methods and components of instruction are most effective in teaching children to read. Now is the appropriate time to implement what we know, and offer to the children, teachers and parents of Idaho a research based Comprehensive Literacy Plan for grades K-3.

All children in kindergarten need experience with instructional programs that will help them to develop the prerequisite phonological, vocabulary, and early reading skills necessary for success in 1st grade. Kindergartners should acquire the skills needed to recognize and print both upper and lowercase letters with reasonable ease and accuracy. All children in kindergarten should develop familiarity with the basic purposes and mechanisms of reading and writing, and develop age-appropriate language comprehension skills.

Reading programs during the first three years should be designed so that adequate instructional time is devoted to the teaching of phonemic awareness skills, phonics skills, the development of spelling and orthographic skills, the development of reading fluency and automaticity and the development of reading comprehension strategies. Each of these components of reading instruction should be taught in an integrated context with ample practice provided in reading familiar material. This is imperative for those demonstrating difficulty in learning to read, but beneficial for all.

Teaching reading to students with limited proficiency in English is an important issue for many schools in Idaho. The literature provides many *suggestions* on how best to teach reading to LEP students, however, very few are reliably based on research. For this reason, the Legislative Reading Committee is recommending that under the direction of the State Board of Education and the State Department of Education a study of current research and programs for teaching reading to LEP students be conducted nationally and in Idaho. This information will be used to develop an effective plan for the teaching of reading to Limited English Proficiency students.

The March 18, 1998 report from the National Research Council, "Preventing Reading Difficulties in Young Children", clearly defines the key elements all children need in order to become good readers; i.e., to learn letters and sounds, to read for meaning and to practice reading with many types of books.

The report recommends that reading instruction in the earliest grades should promote reading comprehension by helping students to develop a rich vocabulary and the knowledge to use it. Curricula, the report tells us, should include explicit instruction on summarizing the main idea, predicting events and outcomes, making inferences, questioning and clarifying what is unclear.

The 17 member panel of the National Research Council also suggests in their two year research report that from the earliest years students should engage in daily writing activities to gain comfort and familiarity with writing.

The following instructional plan lists the skills-standards that have been identified through research to enable every child to read by the end of third grade. It includes all of the components for effective reading instruction discussed above. The standards are listed. ***Activities*** that teachers can use to teach those skills are then suggested. Informal and formal ***assessment procedures*** are also suggested as ways for schools to maintain ongoing data on their students' progress in the skill areas. Cross-references to the ***Skills-Based Scope and Sequence Guide*** (Idaho Department of Education) are provided.

Teacher training programs for those in-service, as well as those in college training programs, are a necessary prerequisite to the implementation of any instructional plan. Instructional interventions are most effective when they include direct, systematic, teaching of decoding strategies including phonemic awareness, and ways to build fluency, expand vocabulary, and increase comprehension of both narrative and informational texts.

As recommended in the recently released study from the National Research Council, ***Preventing Reading Difficulties in Young Children***, it is the responsibility of government agencies and private foundations working with schools to recognize the need to implement early intervention strategies so that every child is reading at the end of third grade.

Comprehensive Literacy Plan
Grades K-3

Kindergarten

I. Oral Language and Listening Skills			
SKILLS		TEACHING INTERVENTIONS	ASSESSMENT
Students:	Listen to and follow oral directions	Games, i.e., *Simon Says, Mother May I?* One-on-One Activities	**Informal:** Teacher/Parent observation Formal: TOKEN TEST (Standardized test), Student behavior check list (BASC, Connors)
Students:	Track print when listening to familiar story. Listen to the reading of print	Language experience activities, i.e., students "read" their own dictated stories; read aloud to students from both fiction and non-fiction print	Teacher observation; students discuss and respond to questions related to the reading, i.e., facts, predictions, details
Students:	Recite rhymes, sing songs, tell and re-tell stories	Teach nursery rhymes, poems and songs, provide opportunities for choral response, recitation, sharing of stories and experiences, group discussions, and play acting	**Informal:** Teacher observation; criterion referenced checklist, i.e., articulation, eye contact, spontaneity, expression, vocabulary, interaction with peers

*Skills Based Scope and Sequence Page 1, 1-6

Kindergarten

II. Reading Skills: Sound, Symbol, and Structure Awareness, Comprehension

SKILLS		TEACHING INTERVENTIONS	ASSESSMENT
	Phonological Awareness: (Auditory Skills)		
Students:	Recognize separate words within a sentence.	Activities to identify and count words within sentences, word play activities.	**Informal**: Sawyers, TAAS, Foorman's Assessment, YOPP-SINGER Phoneme Segmentation Test, STAHL.
Students:	Recognize and produce rhyming words.	Teachers present opportunities for students to recognize and produce rhyming words, both isolated words and within print materials, i.e. Dr. Seuss.	**Formal**: TOPA (Test of Phonological Awareness, Torgeson), LAC (Lindamood Auditory Conceptualization) test.
Students	Recognize syllables within words.	Teach word play activities: clap and tap syllables, Students show number of syllables with blocks.	
Students	Give first sounds of words. Blend phonemes. Put sounds together to make a word.	Student names object shown in picture and gives first sound. Play "secret language" games, i.e., "What word am I saying? /c/a/t/?"	
	Symbol Awareness:		**Informal**
Students	Recognize and can name all the letters, upper and lower case.	Teach letter names of alphabet. Teach Alphabet Song.	Students can name randomly presented upper and lower case letters.
Students	Recognize and name geometric shapes.	Teach geometric shapes and correct names.	Student names randomly presented shapes, i.e., circle, square, triangle. Observation and collection of written samples for portfolios.
Students	Recognize and write their own names.	Multi-sensory name games, i.e., See/Trace/say, Draw, cut-out, art activities.	
Students	Read, i.e., recognize some sight words*	Give student the opportunity to read their own dictated stories, "Reads the Room," Pattern books.	Students keep a personalized "dictionary" of words she/he can read.

*Skills Based Scope and Sequence Page 3, Skill 16

Kindergarten

Students	**Print Awareness:** Establish directionality for both books and words	Explicit instruction, i.e., "This is the front of the book." "When we read and write a word, we move from left to right." Provide a prompt, i.e., →	**Informal** Teacher observation, check list of skills related to directionality
Students	Write letters and words	Provide a print rich environment i.e., items in room labeled, class books, bulletin boards, student work displayed	
	Structure Awareness		**Informal** One-on-one dialogue with student Maintain portfolio
Students	Understand how words, phrases, and sentences work	Creative language activities which build from single words to phrases to sentences	
Students	Begin to use book language *	Provide opportunities for students to identify author, illustrator, beginning and ending of stories	Teacher observation of student response, one-on-one dialogue
	Comprehension:		
Students:	Understand that we get meaning from print **	Reads and listens to simple storybooks, picture books, content area books, i.e., counting, social studies and literature books Uses library to choose books for pleasure and for teacher and parents to read to them.	**Informal** Students re-tell stories and illustrate stories, respond to comprehension questions, i.e., who, what, where, when, why, how

* Skills Based Scope and Sequence Page 3, Skills 1-2 Page 4, Skills 3-7 **Page 4 and 5, Skills 1-7

Kindergarten

III. Vocabulary, Spelling Writing:			
SKILLS		TEACHING INTERVENTIONS	ASSESSMENT
Students:	**Vocabulary**: Increase their word understanding through discussion and explanation	Provide sources for vocabulary development, i.e., discussion, books, videos, other media, language games	**Informal** Teacher observation Formal Language testing, oral vocabulary review
Students:	**Spelling**: Use sound symbol relationships to write words. This spelling improves phonemic awareness	Students share experiences, "write" responses to questions, use magnetic letters and other multi-sensory materials to record sound symbol relationships	**Informal** Teacher dictates simple words. Students write first sounds accurately? Middle sounds? Last sounds? Teacher observation, do students use sound symbol relationship?
Students: Students:	**Writing**: Use correct letter formation when writing letters. Compose a variety of stories	Teacher provides direct instruction in correct letter formation. Practice making letters with a variety of multisensory materials and tracing them using correct formation Teacher provides opportunity for students to dictate stories to adults	**Informal** Observation and checklists of student's use of correct letter formation

Comprehensive Literacy Plan
Grades K-3

First Grade

I. Oral Language and Listening Skills			
SKILLS *		**TEACHING INTERVENTIONS**	**ASSESSMENT**
Students	Listen to and follows directions	Teacher provides opportunities for choral response, recitation, sharing of stories and experiences, readers' theater, playacting, and group discussions	**Informal** Teacher/Parent observation, criterion referenced checklist; eye contact, articulation, spontaneity, expression, vocabulary, interaction with peers **Formal** Assessment of expressive and receptive language as needed
Students	Listen to and discuss a variety of texts both fiction and nonfiction, tell and retell stories		
Students	Listen to and recite rhymes, sings songs		

* Skills Based Scope and Sequence Page 7, Skills 1-8

First Grade

II. Reading Skills: Sound, Symbol, and Structure Awareness

	SKILLS	TEACHING INTERVENTIONS	ASSESSMENT
	Phonological Awareness:		
Students	Hear separate words within sentences.	Teacher plans activities to help students identify and count words within sentences, i.e., write words on separate cards, arrange to make sentences then teacher and student track the sentence while teacher reads.	**Informal**: Phonological Awareness Assessments; **Informal**: Sawyers, TAAS, Foorman's Assessment, YOPP-SINGER Phoneme Segmentation Test, STAHL, **Formal**: TOPA (Test of Phonological Awareness, Torgeson), LAC (Lindamood Auditory Conceptualization) test
Students	Hear rhyming words from word families, i.e., *dog-log-bog* and *cat-bat-fat*.	Introduce activity to allow students to recognize and produce rhyming words both isolated and within print materials. Teacher introduces students to a variety of rhyming books. Given words orally, student sorts rhyming words into families.	
Students:	Have awareness of syllables within words.	Teacher models and students respond to clapping or tapping syllables in multisyllable words. Students demonstrate understanding of syllabication by counting syllables with blocks.	**Informal**: One-on-one assessment of syllable understanding. In addition, see phonological awareness tests listed above.
Fall of First Grade	**Phonemic Awareness:**		
Students:	Identify and isolate first and last sounds (phonemes) in words.	Given pictures or orally presented words students produce first and last sounds they hear.	**Informal**: One-on-one assessment; See above, especially Torgeson Phonological Awareness Test.
Students:	Blend phonemes. Put sounds together to make a word.	Teacher says a word with each phoneme separated. Students blend the phonemes together and say the word.	**Informal**: Assessment: Yopp-Singer Phoneme Assessment; Teacher observation.
Students:	Separate a word into its phonemes.	Teacher provides a word and the student says the word with each phoneme isolated.	

1ST Grade			
Fall and Spring First Grade Students:	Identify and isolate middle sounds (phonemes) in words	Students produce middle sound in given words. Use blocks to segment phonemes in CVC word, students say sounds randomly when asked by the teacher.	
	Match sounds of words	Student matches pictures of words that begin/end/have same middle sounds	
Students: **Spring First Grade**	Blend phonemes in longer words (puts sounds together to make a word	Play "secret language" games, i.e., what word am I saying? /d/o/g/? Teacher provides words for student to segment	**Informal** Assess with *Test of Auditory Analysis Skills*
Students:	Complete more complex phoneme blending Manipulate sounds in words	"Say *play*. Say it again without the */l/*.	
	Symbol Awareness:		
Students:	Know all letter names	Provide experiences with ABC books, charts and 3-dimensional letters; Trace and say upper and lower case letters, include in art projects. Students make own ABC books.	**Informal** Students can name randomly presented upper and lower case letters and geometric shapes
	Read, i.e., recognize some sight words	Multi-sensory name games; i.e., See/Trace/say; Draw; cut-out; art activities. Students read their own dictated stories, "Reads the Room," Pattern books.	**Informal** Students keep a personalized "dictionary" of words she/he can read

First Grade

	Print Awareness:		
Students	Recognize their own names and other frequently seen words on signs	Frequent opportunities to read common words in student's environment Explicitly teach words on signs, i.e., stop, danger, yield	**Informal** Can student read frequently seen and common sight words?
Students	Have concept of letter/word directionality	Build words with moveable letters, student positions letters from left to right	**Informal** Does student read, write, manipulate letters in left to right sequence? Teacher observation, maintain portfolios of student work
	Can write all letters Begin to combine letters into words	Provide opportunities for experimental and creative writing	
Students:	Will write words	Students write letters for the sounds they isolate in the words they write	
Students:	Understand more complex concepts about print, i.e., sentences, paragraphs, chapters	Discuss and provide examples of book concepts	**Informal** Can student identify the parts of a book correctly? **Formal** Print Concept Tests
	Structure Awareness:		
Students:	Understand how words, phrases, sentences and paragraphs work Understand sentence and story structure	Teacher guides students to build phrases, sentences and paragraphs both orally and in writing	**Informal** One-on-one dialogue with student Maintain portfolio Teacher observation of student response, one-on-one dialogue
Students:	Understand punctuation, i.e., periods and questions marks	Students edit simple sentences with correct punctuation	
Students:	Begin to understand grammar, i.e. subject verb predicate	Teacher guides students to build grammatically correct sentences	**Formal** Assessment of grammar skills, if needed
Students:	Automatically read 50 high frequency words	Flash cards; students build personal dictionaries of sight words; reads sight words in stories	**Informal** Data keeping on student progress Assessment of student's automatic reading of primary word families and patterns
Students:	Recognize *onset and rime* patterns	Students create word lists given word families and patterns	One-on-one evaluation and observation Students maintain dictionary of word family words for assessment purposes

First Grade

III. Phonics, Decoding/Word Attack and Comprehension

SKILLS		TEACHING INTERVENTIONS	ASSESSMENT
Fall Students:	Know consonant and short vowel letter-sound correspondence *	Multi sensory activities with letters and sounds	**Informal** Assessment of sound symbol knowledge
Spring Students:	Know complex letter sound correspondences, i e , consonant blends, digraphs, vowel team *	Teacher provides explicit instruction based on systematic skills sequence Card and chart games, writing sounds from dictation	**Informal** Assessment of sound symbol knowledge, isolated sounds also within words and text
Fall and Spring Students:	Know decoding strategies, i e , sound out words, can segment words into smaller words, can explain how words are similar/different *	Provide opportunities to practice decoding skills with controlled text Explicitly teach how to sound out ("tap out") words, use creative activities to discover "little" words inside "bigger" words	**Formal** Nonsense word reading, WJ-R **Informal** Teacher observation of student reading
Students:	Recognize affixes, i e , ing, s, ed *	Student builds words using affixes and roots When given a root and several affixes to choose from	
Students:	Use graphophonemic (letter/sound), semantic (meaning) cues to assist with reading unfamiliar words	Explicitly teach cues **Dyslexic and reading disabled need to be able to sound out unfamiliar words**	**Informal** Observe strategy use during student/teacher one-on-one reading
Students	Read narrative and information texts	Shared, guided, and independent reading	
Students	Read 100 to 200 little books individually and in small groups	Silent sustained reading Teacher provides opportunity for student to choose form different genre	**Informal** Listen to child read orally, "Book Talks"
Students	Read for pleasure	Reads and discusses stories, magazines, informational text, anthologies and reading series Students practice reading familiar text (reading and rereading)	**Formal** Curriculum based measurement, Reading Achievement Tests

* Skills Based Scope and Sequence Page 13, Skills 11-19.

	Comprehension:*		
Students	Read for meaning	Teacher leads discussion about books which have been read to and by the students Teacher creates background knowledge Select books from class or school library Provide independent reading opportunities	**Informal** Teacher observation Students re-tell stories in correct sequence, illustrate stories, respond to comprehension questions, i.e., who, what, where, when, why, how
Students	Predict outcomes, summarize content, visualize: what, size, color, number, shape, where, movement, mood, background, when, sound (Structure Words, Bell, 1991)	Teacher encourages and teaches student to visualize what they read and hear. Teacher questions students to assist them to predict events and outcomes	**Formal** Curriculum Based Measurement, Achievement testing, Reading Inventories
Students	Share new information in their own words	Student shares factual information from nonfiction Retell stories and informational readings	

*Skills-Based Scope and Sequence Page 10, skills 1-4; page 11, skills 1-6

First Grade

IV. Vocabulary, Spelling Writing

SKILLS		TEACHING INTERVENTIONS	ASSESSMENT
	Vocabulary		
Students	Develop a rich vocabulary and the knowledge to use it through discussion, explanation and practice.	Teacher provides experiences that allow students to increase vocabulary and apply to conversation. Teacher encourages and stimulates use of new vocabulary, draws attention to vocabulary and meaning in text. Students maintain a picture dictionary of the words they learn. Encourage students to look up words in published picture dictionaries.	**Informal** Teacher observation, Review of taught vocabulary. **Formal:** Receptive and Expressive Language testing. CELF, TOPL, TOLD.
	Spelling:		**Informal**
Students:	Spell using sound symbol relationship during independent writing which transitions to conventional spelling.	Teacher encourages students to use their awareness of speech sounds when spelling unfamiliar words. Help students choose words they want to spell correctly and create picture dictionary.	Check independent written work for use of sound symbol relationship. Ask students to spell words which were corrected in their writing.
Second Half of the Year:			**Informal** Observation of students' writing samples.
Students:	Spell words in reading and spelling lessons.	Reinforce spelling practice with multisensory strategies; i.e., see/say/trace/write.	Qualitative and quantitative spelling tests.
Students:	Learn the correct spelling of words through systematic instruction.	Teacher provides focused instruction and practice using words with repeated phonic elements.	**Informal** Check students' writing for correctly spelled words.
Students:	Spell previously studied words correctly in final writing products.	Teacher provides instruction to write using words determined from previously learned words.	
	Writing		
Students	Use correct upper and lower case letter formation when writing.	Teacher provides explicit instruction and monitored practice. Multisensory methods; i.e., tracing to teach and remediate.	**Informal** Qualitative assessment of student handwriting.
Students	Engage in producing a variety of types of writing; i.e., fiction, nonfiction, creative stories, personal experiences.	Teacher provides examples and opportunity for students to produce their own writing. Explicit teaching of mechanics of writing using models, games, editing.	**Informal** Teacher maintains portfolio of student work. Students share their written work with other students and at home. **Formal** Writing assessment, WJ-R.

Comprehensive Literacy Plan
Grades K-3

Second Grade

I. Oral Language and Listening Skills			
	SKILLS	**TEACHING INTERVENTIONS**	**ASSESSMENT**
Students:	Listen to and discusses a variety of fiction and non-fiction books and other reading materials	Teacher leads discussion to create background knowledge prior to listening exercises. Teachers read to students, students read to students, teachers provide taped materials for students to listen to and discuss	**Informal** Teacher utilizes questioning strategies to assess listening comprehension; focus on recall, inference and prediction
Students:	Listen to and follow directions	Teacher provides frequent opportunities for students to follow verbal directions	**Informal** Teacher observation, behavioral contracts; students evaluate their own listening behaviors
Students:	Listen to and recite rhymes, sing songs, tells and re-tells stories		

* Skills Based Scope and Sequence Page 19, Skills 3,4,6-8

Second Grade

II. Reading Skills: Sound, Symbol, Structure Awareness

	SKILLS	TEACHING INTERVENTIONS	ASSESSMENT
	Phonological Awareness:		
Students	Maintain phonological awareness of: separate words within sentences; recognize and produce rhyming words	Teacher plans activities to help students identify and count words within sentences, i.e., Students hear a sentence and one student for each word stands up. They repeat the sentence Recognize and produce rhyming words both isolated and within print materials.	Phonological Awareness Assessments **Informal:** Sawyers, TAAS, Foorman's Assessment, YOPP-SINGER Phoneme Segmentation Test, STAHL, **Formal:** TOPA (Test of Phonological Awareness, Torgeson), LAC (Lindamood Auditory Conceptualization) test
Students	Hear rhyming words from word families; i.e., *dog-log-bog* and *cat-bat-fat*	Teacher continues to utilize a variety of rhyming books. Given words orally, students sort rhyming words into families	
Students:	Are aware of syllables within words	Teacher models and students respond to clapping or tapping syllables in multisyllabic words. Students demonstrate understanding of syllabication by counting syllables with blocks	
	Phonemic Awareness:		
Students:	Identify and isolate first and last sounds (phonemes) in words	Given pictures or orally presented words students produce first and last sounds	**Informal** One-on-one assessment of syllable understanding, in addition, see tests listed above.
Students	Identify and isolate middle sounds (phonemes) in words Blends phonemes. Puts sounds together to make a word	Teacher models and directs students to produce middle sound in given words. Use blocks to segment phonemes in CVC word, students say sounds randomly when asked by the teacher	**Informal**: One-on-one assessment, See above, especially Torgeson Phonological Awareness Test
Students	Match sounds of words	Students match pictures of words that begin/end/have same middle sounds	**Informal** Yopp- Singer Phoneme Assessment; Teacher observation
Students	Blend phonemes (puts sounds together to make a word	Play "secret language" games, i.e., "What word am I saying? /c/l/a/p/" Teacher provides words for students to segment	
Students	Perform more complex phoneme blending Manipulate sounds in words	Say "*seat*." Say it again without the */t/*	Assess with *Test of Auditory Analysis Skills*

Second Grade			
	Print Awareness:		
Students	Have concept of letter/word directionality.	Multisensory activities led by teacher to build words with moveable letters; students line letters up from left to right	**Informal** Does student read, write, manipulate letters in left to right sequence? Teacher observation, maintain portfolios of student work.
Students	Understand more complex concepts about print; i.e., sentences, paragraphs, chapters, understands the differences that exist in the written language structure of stories, poems, books, newspapers, magazines.*	Teacher provides examples, compare and discuss written language structures. Teacher provides opportunities for practice through guided and creative writing.	Students answer questions designed to evaluate understanding of written language structures.
Students	Oral reading demonstrates understanding of punctuation.*	Teacher provides explicit instruction and models correct use of punctuation through oral reading.	Teacher observation of student oral reading.

*Skills Based Scope and Sequence Page 19, Skills 1-4.

	Sight Vocabulary		
Students	Automatically read 150 high frequency words.*	Students read provided word lists. Students read high frequency words in stories and other text.	**Informal:** Curriculum based measurement of reading abilities. Regular and frequent data collection of students' automaticity with sight words; i.e., sight word lists.
	Word Families		
Students	Recognize word family patterns.	Teacher provides activities for students to build words with *onset and rime*: i.e., -am, -all, -ack.	One-on-one assessment of word family understanding.

* Skills Based Scope and Sequence Page 30, Skill h.

Second Grade

III. Phonics, Decoding, Word Attack, Comprehension

	SKILLS	TEACHING INTERVENTIONS	ASSESSMENT
	Phonics		
Students	Continue to learn letter/sound correspondence through systematic teaching of sound patterns	Teacher provides explicit instruction and varied daily practice with controlled vocabulary; i.e., isolated words and words within controlled text that address the phonic elements which have been introduced	Curriculum Based Measures Teacher listens to and records data on individual student's reading skills.
	Use affixes to help decode unfamiliar words	Teacher explicitly teaches meaning and recognition of common word beginnings and endings, i.e., un-, pre-, -ing, -ed. Provides practice reading and spelling affixes.	
Students	Use knowledge of basic syllable rules to decode words.	Students are taught basic syllable types; closed, open, r-controlled, vowel combination, and how to use them to read and spell words.	Test students' understanding of syllable types through questioning one-on-one.
Students	Use graphophonemic (letter/sound), semantic (meaning), and syntactic (language structure, grammar) cues.	Model use of cueing systems for students. Remember that students with reading disabilities need to know how to *sound out* unfamiliar words.	**Informal:** Listen to students read. Question them on their use of strategies. Check student's use of blending skills (word analysis).
Students	Read 25 to 35 appropriate reading level books through out the year.	Provide a variety of book and other reading choices for students. Provide daily reading opportunities individually, small group, at home and with the teacher. Discuss the reading materials that the students have read through guided discussions.	Have students maintain a record (portfolio or journal) of the books they have read.

Second Grade

Students	Use the library	Provide regular library exposure for students to choose books to read. Instruct students on how to use a library system	
Students	**Comprehension:*** Read for meaning	Teacher led discussion about commonly read books. Teacher guides students to discover their own background knowledge or provides the knowledge prior to reading. Teacher encourages students to visualize and predict events and outcomes.	**Informal** Teacher observation. Students re-tell stories and illustrate stories in sequence, illustrate stories, respond to comprehension questions, i.e., who, what, where, when, why, how. Formal Reading Inventories
Students	Reread sentences when meaning is not clear	Teacher models comprehension strategy of re-reading for clearer meaning. Questions students when meaning might be unclear to them.	Teacher observation during oral reading
Students	Use reference materials	Teach students where to go to find information, i.e., encyclopedia, dictionary, Internet, atlas, etc.	Question students regarding use of available reference materials

* Skills Based Scope and Sequence Page 20 through page 25.

Second Grade

IV. Vocabulary, Spelling Writing

	SKILLS	TEACHING INTERVENTIONS	ASSESSMENT
Students	**Vocabulary:** Develop a rich vocabulary and the knowledge to use it through discussion, explanation and practice *	Teacher directs attention to unfamiliar words and their meanings. Provides opportunity for students to use newly acquired vocabulary in discussions and writing. Include home as a source of vocabulary through homework activities.	**Informal** Teacher observation. **Formal**: Language testing, oral vocabulary review
Students	Learn roots and affixes	Explicit teaching of roots and how prefixes and suffixes change meaning.	
	Learn and use antonyms and synonyms *	Brainstorm activities to create word lists for common words such as *nice, said*. Encourage use of variety of words in discussion and writing.	
Students:	**Spelling:** Represent the complete sound of a word when spelling independently	Provide opportunity for journal writing, sentence completion activities, response to stories students have heard or read.	**Informal** Assess spelling of independent writing samples. Maintain portfolio of writing samples.
Students	Learn how to spell through: 1. Spelling lists based on sound and common parts. 2. Individualized spelling program based on words from students' reading and personal writing. 3. Presented exception words (words which must be memorized, i.e., sight vocabulary, done, was would...)	Utilize a variety of activities daily for students to practice spelling words; use computer, write stories, find words in text, moveable letters. Struggling students need systematic multisensory practice; say it, say letter names while tracing, write it again from memory. Students keep spelling dictionary of words they want to learn how to spell	Pre and post tests. Write words and sentences from dictation.
Students:	Correctly spell previously learned words and spelling patterns in own writing.	Teacher provides opportunity to write with directions to use specific words (previously learned words)	**Informal** Check students' written work for target words.
Students:	**Writing:** Handwriting skills are age appropriate.	Teacher provides continued handwriting instruction; i.e., letter formation, correct spacing, legible product.	

Students	Compose a variety of texts, narratives, retellings, poems, correspondence	Teacher provides structure for writing through Writer's Workshop or other process which includes brainstorming ideas, discussion, pre-write, edit, write, and publish	**Informal** Portfolios maintained, one-on-one conferences about written work **Formal**: Writing assessments from WJ-R, WIAT, TOWL
Students	Evidence correct use of grammar in writing, verb tenses, formal language patterns in place of oral language patterns	Teacher provides direct instruction in use of correct grammar Students edit sentences for errors in grammar and make appropriate corrections	
Students:	Edit work for punctuation, capitalization, and sentence structure	Teacher utilizes small group or pairs of students to edit peers' writing Teacher models editing process	
Late Second Grade:	Students write reports	Teacher provides organizational help for student to write reports, schematic webbing, charts of information, categories	**Informal** Maintain portfolios

* Skills Based Scope and Sequence (Vocabulary) Page 18, skills 1-4

Comprehensive Literacy Plan
Grades K-3

Third Grade

I. Oral Language and Listening Skills

SKILLS		TEACHING INTERVENTIONS	ASSESSMENT
Students:	Listen to and discuss a variety of fiction and non-fiction: stories, biographies, magazines, articles, poems *	Teachers read to students daily Listening centers with taped texts. Students read to each other	**Informal:** Teacher utilizes questioning strategies to assess listening comprehension; focus on recall, inference and prediction
	Listen to and follow directions	Teacher increases number of steps in directions Provides fun listening activity format to practice listening to and following directions	Teacher observation, behavioral contracts; students evaluate their own listening behaviors
Students	Present orally	Students read aloud, tell and retell stories Skits and plays Students share reports on topics of interest and engage in book talks	**Informal:** Checks for: fluency, clear meaning, organization of expressed thought
Students	Use rhyme	Students rhyme through poetry, reading poetry and writing their own to read	
	Participate in small and large group discussions	Teacher provides guidance for small and large group discussion on current events, subject area topics, and class experiences	

* Skills Based Scope and Sequence Page 31, Skills 1-5.

Third Grade

II. Reading Skills: Sound, Symbol, Structure Awareness

SKILLS		TEACHING INTERVENTIONS	ASSESSMENT
	Phonological Awareness:		
Students:	Continue to develop phonological awareness	Given print materials and verbal direction, students recognize and produce *rhyming words*. Teacher continues to utilize a variety of rhyming books. Given words orally, students sort rhyming words into families. Teacher draws attention to *word boundaries within sentences*, i.e., "Count the words in the sentence I say."	Phonological Awareness Assessments **Informal:** Sawyers, TAAS, Foorman's Assessment, YOPP-SINGER Phoneme Segmentation Test, STAHL, **Formal** TOPA (Test of Phonological Awareness, Torgeson), LAC (Lindamood Auditory Conceptualization) test
Students:	Identify syllables in words	Explicit instruction in basics of syllabication: each syllable has a vowel, teach four main syllable types (closed, open, silent e, consonant-le)	
Students:	Apply use of syllabication to read and spell new unfamiliar words	Teacher provides examples of words which fit the syllable types for students to practice reading and spelling.	**Informal** Class and individual tests on the knowledge of syllables. One-on-one assessment of syllable understanding, in addition see tests listed above
	Phonemic Awareness:		
Students:	Continue to develop phonemic awareness	Activities to improve tracking of sounds in words including use of manipulatives to represent number of sounds and what those sounds are randomly in words they hear.	**Informal** One-on-one assessment, Yopp-Singer Phoneme Assessment, Teacher observation
Students:	Blend phonemes (puts sounds together to make a word)	Play 'secret language': (Teacher says a word with each sound isolated. Student repeats the word back blended. Gradually increase the number of sounds in the words presented.	
	Perform more complex phoneme blending. Manipulate sounds in words.	Say "stray". Say it again without the */t/*.	Assess with *Test of Auditory Analysis Skills*

3rd Grade Students:	Hear and segment initial final and medial phonemes in words	Use blocks to segment phonemes in a word, students say sounds represented by the blocks when asked by the teacher Match and provide examples of words beginning and ending with same sounds including consonant blends, digraphs, and words endings (-tion, -ly, -ment)	**Informal** Phonological awareness tests as listed above
Students	Recognize word family patterns	Listening activities: Teacher says words with and without same word family patterns. Student identifies words from the same family and supplies another example to fit the pattern.	
	Print Awareness:		
Students	Understand more complex concepts about print. Understand the differences that exist in the written language structure of stories, poems, books, newspapers, magazines.	Provide examples, compare and discuss written language structures. Provide opportunities for practice through guided and creative writing.	**Informal** Students answer questions designed to evaluate understanding of written language structures.
Students	Apply punctuation to reading expression.*	Teacher models reading punctuation for students and provides opportunities for oral and choral reading.	Teacher observation of student oral reading.

* Skills Based Scope and Sequence Page 32, Skills 1-3.

Third Grade

	Structure Awareness		
Students:	Understand sentence structure	Activities to teach discrimination between complete and incomplete sentences	**Informal** Class assessments Observe students' use of syntax in conversation
	Understand story structure	Teacher provides examples of and discusses elements of story: characters, plot, theme, setting	
Students	Learn conventions of grammar	Teaches basic grammar concepts i e , parts of speech Students isolate parts of speech in text and their own writing	
Sight Vocabulary			
Students:	Automatically read 300 high frequency words	Teacher provides word lists for students to read. Students read high frequency words in stories and other text	**Informal** Curriculum based measurement of reading abilities Regular and frequent data collection of students' automaticity with sight words, i e , sight word lists
Students	Monitor and correct themselves when reading orally	Pair-share read. Students take turns reading aloud. Teacher models, draws attention to cognitive process of self monitoring and correcting	**Informal** One-on-one read with teacher **Formal** Gray Oral Reading Test

Third Grade

III. Phonics, Decoding/Word Attack

SKILLS		TEACHING INTERVENTIONS	ASSESSMENT
Decoding, Word Analysis Skills Students:	Know all remaining letter sound correspondences.	Teacher provides explicit instruction with a skills sequence of phonic elements. Students are given practice with controlled decodable text that presents vocabulary with specific phonic elements presented. Provide spelling and dictation exercises to give students added practice. Activities designed to provide practice with decoding, i.e., *Making Words* (Cunningham, 1996), *Scrabble*, Word Sorts (Bear, 1996), present unfamiliar vocabulary form stories for decoding practice.	**Informal:** Curriculum Based Measures Teacher listens to and records data on individual student's reading skills
Students:	Decode to read unfamiliar vocabulary. Use affixes to help decode unfamiliar words.*	Teacher provides explicit instruction and varied daily practice with controlled vocabulary, i.e., isolated words and words within controlled text which follow the phonic elements which have been introduced. Teacher follows systematic presentation of affixes to teach recognition and meaning i.e., students add affixes to given words to make new words. Use these words in sentences to demonstrate meaning. Students explore use of affixes at home to compile word lists to share at school.	
Students:	Are familiar with prefixes, suffixes, and word endings.*		

* Skills Based Scope and Sequence Page 41, Skills 7, 8, 12

Third Grade

Students	Use knowledge of basic syllable types to decode words	Students are taught basic syllable types; closed, open, r-controlled, vowel combination, silent-e, and consonant-le. Determine syllable types given vocabulary. Divide words into syllables and color code the syllables according to type.	Test students' understanding of syllable types through questioning one-on-one.
Students	Use graphophonemic (letter/sound), semantic (meaning), and syntactic (language structure, grammar) cues.	Model use of cueing systems for students. ***Remember that students with reading disabilities need to know how to sound out unfamiliar words.***	**Informal:** Listen to students read. Question them on their use of strategies. Check students' use of blending skills.
Students	Read 25 to 35 fiction and nonfiction books from grade level lists.	Provide a variety of book and other reading choices for students. Provide daily reading opportunities individually, small group, at home, and with the teacher. Discuss the reading materials which the students read through guided discussions. Book talks, library visits, book fairs, favorite author discussions. Teacher provides regularly scheduled silent reading time.	Assist students to maintain portfolio or journal of books they have read. Students are asked to summarize, clarify, predict, to check comprehension and provide group discussion.
Students	Participate in Silent Sustained Reading.	Teacher models silent reading. Provide regular library exposure for students to choose books to read. Instruct students on how to use a library system.	
Students	Use the library.		

Third Grade

	Comprehension:*		
Students	Read for meaning	Teacher leads discussion about commonly read books. Teacher guides students to discover their own background knowledge or provides the knowledge prior to reading. Teacher leads class discussion to improve comprehension skills; predicting outcomes, summarizing material; posing questions which connect to the students' personal knowledge	**Informal**. Teacher observation. Students re-tell stories and illustrate stories in sequence, illustrate stories, respond to comprehension questions; i.e., who, what, where, when, why, how.
Students	Reread sentences when meaning is not clear.	Teacher models reflective re-reading. Involves students through discussion of meaning. Students define what word or phrase is causing difficulty with comprehension.	**Informal** Teacher observation during oral reading.
Students	Visualize to increase comprehension.	Teacher guides student to create images of what they read using structure words for guidance: what, size, color, number, shape, where, movement, mood, background, when, sound, perspective (Bell, 1991).	
Students:	Use reference materials.	Teach students where to go to find information, i.e., encyclopedia, dictionary, Internet, atlas, etc.	**Informal** Question students regarding use of available reference materials.
Students:	Discuss underlying theme or message.	Large and small group discussion of theme from literature. Students share through discussion and compare with personal experience.	**Informal** Observation of student responses during discussions.
Students:	Distinguish fact from opinion.	Explicit teaching of fact and opinion. Examples provided for large and small group discussion. Students discuss own opinions given subject. Discuss facts. Teacher provides isolated statements for students to categorize into main idea and supporting detail categories. Rewrite to make a paragraph.	Direct questioning about fact and opinion.

3RD Grade			
Students	Distinguish main idea from supporting detail	Teacher guides questioning Asks how, why, what-if, questions about nonfiction readings Teacher provides opportunity to read math, science, social studies health in classroom and at home, through texts and computer programs.	
Students	Question self about nonfiction materials		**Informal** Listen to and record information on student reading and comprehension of content materials CBM
Students	Read in content areas		

• Skills Based Scope and Sequence Pages 37-39. Page 42, Skills 1-16.

Third Grade

IV. Vocabulary, Spelling, Writing

	SKILLS	TEACHING INTERVENTIONS	ASSESSMENT
	Vocabulary:*		
Students	Develop a rich vocabulary, mostly through reading, and the knowledge to use it through discussion, explanation and practice.	Teacher directs attention to vocabulary when reading aloud to class. Provides opportunity for students to use newly acquired vocabulary in discussions and writing. Include home as a source of vocabulary enrichment through homework activities. Students share new words with teacher and class. Rewrite words in own sentences to demonstrate meaning.	**Informal** Teacher observation, formal language testing, oral vocabulary review. Revisit vocabulary through periodic checks to check for retention.
Students	Infer meaning from roots and affixes	Explicit teaching of roots and how prefixes and suffixes change meaning.	**Informal** Assess knowledge using teacher made tests.
Students	Learn and use antonyms and synonyms	Brainstorm activities to create word lists for common words such as *good, big* Encourage use of variety of words in discussion and writing.	**Formal** WIAT Written Expression, TOWL-3

* Skills Based Scope and Sequence (Vocabulary) page 40, skills 1-8.

Third Grade

	Spelling:		
Students	Correctly spell previously studied words and spelling patterns in independent writing	Provide opportunity for journal writing, sentence completion activities, response to stories students have heard or read, short answer tests, homework	**Informal** Check spellings of target words in students' writing. Maintain portfolio of writing samples
Students	Preview their written work for correct spelling	Teach COPS mnemonic for editing: C= Capitalization, O = Organization, P= Punctuation, S = Spelling. Use references for checking spelling; i e , spell check, dictionary (book and on CD Rom), word wall, personalized dictionary of spellings	One-on-one assessment of use of editing mnemonic
Students	Learn how to spell through: 1. Spelling lists based on sound and common parts 2. Individualized spelling program based on words from students' reading and personal writing 3. Presented exception words (words which must be memorized, i e , sight vocabulary; *done, was would*…)	Students practice spelling words daily with a variety of activities; computer, write stories, find words in text, moveable letters. Struggling students need systematic multisensory practice, say it, say letter names while tracing, write it again from memory Students keep spelling dictionary of words they want to learn how to spell.	**Informal** Pre and post tests. Write words and sentences from dictation
	Writing:		
Students Students	Handwriting skills are age appropriate Compose a variety of texts	Teacher provides letter formation instruction for cursive writing Teacher provides structure for writing through *Writer's Workshop* or other process which includes brainstorming ideas, discussion, pre-write, edit, write, and publish. Writes in a variety of formats including multimedia.	**Informal** Keep portfolio of handwriting samples. Observe letter formation used by students.

Late Third Grade: Students	Evidence correct use of grammar in writing, verb tenses, formal language patterns in place of oral language patterns	Teacher provides direct instruction in use of correct grammar Students edit sentences for errors in grammar and make appropriate corrections	
Students	Writing of composition becomes more complex	Students read examples of literature language patterns and incorporate these styles into their own writing, i.e., elaborate descriptions, figurative language	**Formal** Writing assessments from WJ-R, WIAT, TOWL
Students	Write reports	Teacher provides organizational help for students to write reports. Students combine information from many sources in report	**Informal** Portfolios maintained, one-on-one conferences about written work **Informal** Maintain portfolios
Students	Present and discuss writing	Opportunities for oral presentation are given Students answer questions posed by teacher and the class	Observation of student's information base when responding to questions

Glossary

Terms:	Definitions:
Affixes	Refers to both prefixes and suffixes.
Automaticity	Quick, sure recognition of words without the need for word analysis.
Base Word	This term is used interchangeably with *Root Word*. Base words may be free or bound morphemes to which affixes or inflectional endings may be added. For example, *tend* (a free morpheme, it can stand alone) is the base word in tending and distend. *Trieve* is a bound morpheme, it cannot stand alone, is the base word in retrieve.
Controlled Text	Connected text such as sentences, paragraphs, or stories which contain a limited number of exception words (words which cannot be sounded out) and mostly words which *can* be sounded out.
Controlled Vocabulary	A collection of words which have a common phonetic element; i.e., *fight, right, might, light*
Curriculum Based Measures (CBM)	Refers to assessment with measures which are derived from curriculum materials.
CVC words	Consonant-Vowel-Consonant pattern of letters represented by many words; i.e., *cat, lip, sat*
Exception Words	Words which do not follow phonetic rules; *does, could*.
Explicit Instruction	Direct teacher interaction with students in which concepts are explained to the student.
Graphophonemic	Combined letter and sound representation. Graphophonemic cues refer to using combined letters and sounds to decode words.
Implicit Instruction	Implicit instruction is a way of teaching new concepts in which the students must learn from implied information.
Mnemonic	Strategies for learning and later retrieval of information.
Morphemes	the smallest meaningful unit in a language. It cannot be divided without loosing its original meaning.

Moveable Letters	Letters which are separate, either written on squares of paper or actual 3 dimensional letters, which the student moves around to make words.
Multisensory Instruction	Simultaneous vision, hearing, and tactile-kinesthetic interaction during instruction. Tracing the letters while seeing and hearing them is the most common example of multisensory instruction.
Onset and Rime	Language terms used to refer to the parts of words that are manipulated when rhyming. The *onset* is all portions of a syllable that come before the vowel. The *rime* is the remaining portion of a syllable that includes the vowel and any consonants. For example; in the word ship, the onset is sh- and the rime is -ip.
Phonemes	The minimal speech sounds in a language that differentiate one word form another. The smallest meaningless unit of sound which we use to create speech.
Phonemic Awareness	An awareness of the identity and number of sounds in words. The ability to segment sounds and blend sounds into words.
Phonics	The system by which single letters and combinations of letters represent sound.
Phonological Awareness	The awareness of boundaries within our language. Rhyming, words within sentences, sounds within words, syllables.
Portfolio	A collection of work samples used to assess growth and improvement.
Semantic	Information contained in the *meaning* of words.
Syntax	The rule system which determined the order of words in phrases and sentences.
Word Families	Groupings of letters, usually consisting of a vowel and a final consonant., that can be used by students to write and read new words. These new words are created through the substitution of initial consonants, consonant clusters, and digraphs. For example; using the word family *am*, a child can make *jam*, *sham*. Word families are also referred to as spelling patterns, phonograms, and grapheme bases.

Suggested Assessment Materials

Informal:

Sawyers Test of Awareness of Language Segments

Rosner's Test Of Auditory Analysis Skills (TAAS)

Phonemic Awareness in Young Children, Foorman

Yopp Singer Test of Phoneme Segmentation

Test of Phonemic Awareness, Stahl

Test of Phonological Awareness, Torgeson

Print Concepts Tests

Curriculum Based Measurements (CBM)

Analytical Reading Inventory

Formal:

Formal Language Testing:

- Clinical Evaluation of Language Fundamentals (CELF)
- Token Test
- Peabody Picture Vocabulary Test (PPVT)
- Test of Language Development (TOLD)
- Test of Pragmatic Language (TOPL)

Lindamood Auditory Conceptualization test (LAC)

Test of Written Language-3 (TOWL-3)

Gray Oral Reading Test (GORT)

Woodcock Johnson Achievement Tests (WJ-R)

Wechsler Individual Achievement Test (WIAT)

Token Test

Behavior Assessment System for Children BASC

Connors Behavior Checklists

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READING TEXTBOOK SELECTION

Commercial reading programs form the basis for reading instruction in many classrooms. Instructional manuals with detailed lesson plans, reading materials, and activities are generally included in these programs. Analysis of available commercial programs for early elementary grades was done in 1993. At that time very few programs included explicit teaching and application of the alphabetic principle, the very instructional components that are among those whose importance is most strongly supported by research. Many of the programs have since been revised to more clearly reflect the findings of the NICHD research. Noted below are the underlying instructional activities that serve to teach the skills identified in this document (Snow, 1998):

- Oral language activities for fostering growth in receptive and expressive language and verbal reasoning,
- Reading aloud with children to foster their appreciation and comprehension of text and literary language,
- Phonemic analysis activities that focus on words and their phonemic elements, oral segmenting and blending activities, oral syllabication, and rhyming activities,
- Decoding instruction. Sound symbol relationship activities that promote the relationship between letters and sounds,
- Text characteristics that include word lists, and connected text, text and activities designed to provide multiple examples of the phonics instruction in the program.,
- Activities to promote opportunities for students to build reading fluency,
- Writing activities for developing children's personal appreciation of the communicative dimensions of print and for exercising printing and spelling abilities,
- Activities to promote understanding of the text prior to reading Comprehension skill strategy training,
- Print-directed activities for establishing children's ability to recognize and print the letters of the alphabet,
- Word-directed activities for helping children to acquire a basic sight vocabulary and to understand and appreciate the alphabetic principle.

Commercial programs that meet the above criteria include:

Open Court Reading and Writing, Open Court

Scholastic and *Houghton Mifflin* are publishing companies that are in the process of writing reading programs that meet the identified criteria.

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APPENDIX C

PRESENTATION SUMMARIES

Introduction

Ten individuals made presentations to the Reading Committee about reading education. Following are summaries of nine presentations. (See Section 3 of this report for a summary of the presentation by Dr. Gerald Duffy, Emeritus Professor, Michigan State University, who was hired to speak to the committee.)

Summaries

Karen Blacklock, Professor, Northwest Nazarene College: presented an overview of a Collaborative Intervention Early Literacy Program. The program focuses on alignment of goals and philosophy, early grades, staff development, team approach, teacher ownership, parental involvement, minimal labeling of children, and no ability grouping. Instructional practices included extended time for reading and writing, support in grade-level texts, phonics and strategy instruction in context, phonological and phonemic awareness, hands-on reading activities in lieu of worksheets, and assessments to guide instruction.

Lucy Fairchild, a retired reading teacher from Albion, Idaho: presented an overview of a phonics program she developed, "Teaching with Fairchild." Fairchild stressed the importance of immediate feedback between a student and a teacher.

Jo Leuze, South Central Head Start: stressed the importance of children having someone read to them. Head Start provides home visits thereby initiating parental involvement which, research shows, determines how successful children will be in school. Head Start currently has seven sites serving 405 families with a waiting list of 1,200. Twenty percent of the families throughout the state are eligible to participate in the program.

Earnie Lewis, Principal, West Canyon Elementary School: presented "Success For All," a school-wide restructuring program for students in grades pre-K to six. The idea behind this program is to organize resources to focus on prevention and early intervention to ensure that every student will succeed in reading throughout the elementary grades. The reading and writing program provides 90 minutes of uninterrupted instruction. A Family Support Team works with parents to ensure the success of their children. Discipline level drops to almost zero during the 90 minutes of instruction. Class size might be 10-18.

Dr. Don Coberly, Educational Services, Boise School District: presented an overview of the Boise School District's successful programs in site-based management. Redesign of reading curriculum involved design of K-12 Scope and Sequence focusing on phonic, comprehension, and literacy skills; adoption of a district-wide basal program; and increased use of quality literature. Dr. Coberly expressed that this has helped teachers in teaching reading as well as other subjects. Dr. Coberly showed, using the Iowa Test of Basic Skills (ITBS) results, how their students are improving in reading.

Dr. Michael S. Brunner, Author of Retarding America: spoke of "Systematic Phonetic Language" and the need for it to be taught in order to overcome illiteracy in America. The presentation generated discussion among committee members and the need to find the balance between phonics and whole language instruction.

Helen Stoddard, Supervisor of Compensatory Education, State Department of Education: presented an overview of "Learning to Read, Reading to Learn," reading research by Reid Lyon, National Institute of Child Health and Human Development (NICHD). Brain research shows that if a

child does not know how to read by the end of first grade, the child will not become a reader. A child that does not know how to read by the end of third grade is more likely to become a discipline problem. Helen indicated that Congress has stated as their goal that all children will know how to read by the end of the third grade, and that Congress wants accurate accountability for achieving this mandate.

Angelee Eames, Scottish Rite Learning Program: presented an overview of the program in Twin Falls and discussed the need to fund Teacher Preparation Intervention programs.

Paul Scott, Riverside Publishing Company: addressed many concerns the committee had regarding the Iowa Test of Basic Skills and indicated that Norm Referenced Tests are, by their nature, designed to be very broad. The ITBS defines what good readers do and suggested that they not be used as a way of diagnostic analysis.